



DT Progression of Skills

Year 4



Year 4 National Curriculum Objectives for Design Technology: Children will be taught to:

Topics:

<p>Designing</p> <ul style="list-style-type: none"> • Describes the purpose of their product • Gathers opinions, through research, about the target audience for the product e.g. if creating sandwiches for Y4 children, ask the children what their favourite fillings are • Develops their own design criteria and use these to inform their ideas • Begins to model ideas by creating simple prototypes 	<p>Making</p> <ul style="list-style-type: none"> • Explain their choice of tools and equipment Explain their choice of materials and components according to their functional properties and aesthetic qualities • Order the main stages of the making process • Identifies risks and works safely with a variety of tools and materials • Mark out, cut and shape materials of more complex shapes/patterns • Assemble, join and combine materials with increasing accuracy • Improves the end result by applying a range of finishing techniques
<p>Evaluating</p> <ul style="list-style-type: none"> • Identifies the strengths and areas for development in their ideas/products taking into account the views of others • Analyse how well their product has been designed and made taking into account the materials chosen and methods of construction used • Considers how well the product meets the needs of the user and its quality when evaluating ready-made products 	<p>Technical Knowledge</p> <ul style="list-style-type: none"> • Begin to understand that materials have both functional properties and aesthetic qualities • Begin to understand that materials can be combined/mixed to create more useful characteristics • Begin to understand that mechanical/electrical systems have an input, process and output • Uses the correct technical vocabulary when talking about their work
<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understands that food is either grown e.g. tomatoes; reared e.g. chickens or caught e.g. fish in the UK, Europe and the wider world and that we import much of our food from different countries (giving examples) • Understands that recipes can be adapted by either adding or substituting one or more ingredients • Understands that in order to be active and healthy, food and drink are needed to provide energy for the body. • Can create a healthy and balanced menu for a day • Can create and prepare a simple dish showing due care to food hygiene an, where appropriate, using a heat source (with adult support) • Can evaluate a ready-made product in terms of its packaging, taste, smell and appearance and offer suggestions as to how to improve the product • Can evaluate their own end product in terms of its taste, smell and appearance and offer suggestions as to how to improve the product next time 	

Notes

Children working below objectives listed above

Children who are working above objectives listed above