

Trimley St Mary Primary School – Assessment in the Foundation Subjects. Subject :-Design Technology Milestone Three_____



Learning Objective	Key Indicators	Basic Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Advancing Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Deep Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
	Measure accurately and calculate ratios and ingredients to scale up or down from a recipe.	When reminded, mathematical knowledge is applied to accurately calculate ratios of ingredients.	Mathematical knowledge is generally applied to accurately calculate ratios of ingredients.	Knowledge of mathematics is readily applied to calculate ratios of ingredients.
	Demonstrate a range of baking and cooking techniques.	When guided, a range of range of baking and cooking techniques is demonstrated.	A developing range of range of baking and cooking techniques is demonstrated.	A good range of range of baking and cooking techniques is demonstrated.
	Create and refine recipes including ingredients, methods, cooking times and temperatures	With support from a teacher, a range of recipes are created.	A developing range of interesting recipes is created.	A wide repertoire of recipes with interesting combinations of ingredients is created.
Materials	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).	There are some good examples of precision cutting.	There are many examples of precision cutting using a growing range of cutting implements.	There are widespread examples of precision cutting using a growing range of cutting implements.
	Show and understanding of the qualities of materials to choose appropriate tools to cut and shape (such as	When reminded, the qualities of materials are considered when selecting tools.	The properties of materials are generally considered in choosing tools.	An in –depth understanding of the properties of materials is used to carefully select appropriate tools.
Outcomes				

Trimley St Mary Primary School – Assessment in the Foundation Subjects. Subject :-Design Technology MilestoneThree_____

Learning Objective	Key Indicators	Basic Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Advancing Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Deep Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
Textiles	Join textiles with a combination of stitching techniques(such as back-stitch for seams and running stitch to attached decorations.	There are some good examples of effective joins	There is a growing range of examples of effective joining techniques that show control and some precision	There is a wide range of very effective joining techniques that show a high level of precision and control.
	Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles(such as a soft decoration for comfort on a cushion)	There are some good examples of Art skills being used to provide decoration	There are many examples of art skills being used to good effect to provide visual and tactile decoration.	Well chosen art skills are used to create eye-catching decoration.
Electricals and electronics	Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistor and chips)	With support and reminders of science knowledge a range of circuits are created and used in products.	Science knowledge is generally applied to the design process to create products that employ a range of electronic components.	Science knowledge is readily applied to the design process to create high quality products that employ a range of electronic components.

Construction	Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)	With support a range of practical skills are emerging to help create or repair products.	A growing range of practical skills are emerging to help create or repair products.	A wide range of practical skills are put to very effective use to make or repair a wide variety of products.
Mechanics	Convert rotary motion to linear using cams	With support cams are created	A range of differently shaped cams are created.	Combination of differently shaped cams are used to create interesting and useful movement.
	Use innovative combinations of electronics (or computing) and mechanics in product designs.	With support, combinations of design components are used in product designs	There is some interesting experimentation with combinations of design components in product design.	There are some innovative combinations of design components in product designs.
Outcomes				

Trimley St Mary Primary School – Assessment in the Foundation Subjects. Subject :-Design Technology MilestoneThree_____

Learning Objective	Key Indicators	Basic Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Advancing Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Deep Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To design, make evaluate and improve	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)	With guidance, products are designed with some reference to the user experience.	Generally the user experience is used as a rationale for design choices.	The experience of the user drives the design process. There are many excellent examples and explanations of how choices improve the user experience.
	Make products through stages of proto-types, making continual refinements.	With support, prototypes are made and later developed.	Generally improvements are continual throughout the making process, with initial prototypes often changed radically through a number of refinements.	Initial prototypes and alternative designs are thoroughly explored and explained. Refinements are continually made throughout the making process.
	Ensure products have a high quality finish, using art skills where appropriate.	When reminded, a high quality finish is achieved by applying art skills	Art skills are generally applied and along with attention to detail create a high quality finish.	Impeccable attention to detail and extremely effective application of art skills create a professional quality finish.
To take inspiration from design throughout history	Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	With support, elements of design from notable designers are incorporated into designs.	Generally there are some well-reasoned choices for combining elements from a range of designers.	An in depth knowledge of some designers' work is reflected in some striking designs. The rationale and background to the design ideas are explained thoughtfully.
	Create innovative designs that improve upon existing products.	There are some good examples of designs that improve upon existing products.	There is a growing range of examples of designs that improve upon existing products.	There are some notable examples of how the design of an existing product has been greatly improved.
	Evaluate the design of products so as to suggest improvement to the user experience.	When reminded, evaluations are carried out throughout and at the end of the design process.	Evaluations are on-going and thorough. They relate to the user experience	The user experience drives critical self-evaluation and helps to identify current and future improvements.