**BEING A DESIGNER AT SABDEN PRIMARY SCHOOL**

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| **A Reception Designer** | **A Year 1 Designer** | **A Year 2 Designer** | **A Lower KS2 Designer** | **An Upper KS2 Designer** |
| Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Uses what they have learned about media and materials in original ways, thinking about uses and purposes.  • They can represent their own ideas, thoughts and feelings through design and technology. | I use my own ideas to make something.  • I describe how something works.  • I cut food safely.  • I make a product, which moves.  • I make my model stronger. • I explain to someone else how I want to make my product.  • I choose appropriate resources and tools.  • I make a simple plan before making. | I think of an idea and plan what to do next.  • I choose tools and materials and explain why I have chosen them.  • I join materials and components in different ways.  • I explain what went well with my work.  • I explain why I have chosen specific textiles.  • I measure materials to use in a model or structure. • I describe the ingredients I am using. | I prove that my design meets some set criteria.  • I follow a step-by-step plan, choosing the right equipment and materials.  • I design a product and make sure that it looks attractive.  • I choose a material for both its suitability and its appearance.  • I select the most appropriate tools and techniques for a given task.  • I make a product, which uses both electrical and mechanical components.  • I work accurately to measure, make cuts and make holes.  • I describe how food ingredients come together.  • I use ideas from other people when I am designing.  • I produce a plan and explain it.  • I evaluate and suggest improvements for my designs.  • I evaluate products for both their purpose and appearance.  • I explain how I have improved my original design.  • I present a product in an interesting way.  • I measure accurately.  • I persevere and adapt my work when my original ideas do not work.  • I know how to be both hygienic and safe when using food. | I come up with a range of ideas after collecting information from different sources.  • I produce a detailed, step-by-step plan.  • I suggest alternative plans; outlining the positive features and draw backs.  • I explain how a product will appeal to a specific audience.  • I evaluate appearance and function against original criteria.  • I use a range of tools and equipment competently. • I make a prototype before make a final version.  • I show that I can be both hygienic and safe in the kitchen.  • I use market research to inform my plans and ideas.  • I follow and refine my plans.  • I justify my plans in a convincing way.  • I show that I consider culture and society in my plans and designs.  • I show that I can test and evaluate my products.  • I explain how products should be stored and give reasons.  • I work within a budget.  • I evaluate my product against clear criteria. |