



Stepping Stone Pathways Design & Technology Assessment and Judgements

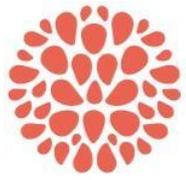


Which year group is the child in?	Pathway One 0 - 21			Pathway Two 22 - 43		Pathway Three 44- 68		Pathway Four 69- 95		Pathway Five 96 - 122		Pathway Six 123- 153	
Year One	Emerging (0-17)	Exp (18 - 19)	Exc (20 - 24)	Exceeding + (25+)									
Year Two	Emerging (0-36)			Exp (40-41)	Exc (42-48)	Exceeding + (49+)							
Year Three	Emerging (0-57)				Exp (64-66)	Exc (67-74)	Exceeding + (75+)						
Year Four	Emerging (0-80)						Exp (91-93)	Exc (94 - 100)	Exceeding + (101+)				
Year Five	Emerging (0-117)								Exp (118-120)	Exc (121-128)	Exceeding + (128+)		
Year Six	Emerging (0-147)									Exp (148 -150)	Exc (151-153)	Exc + KS 3	



Stepping Stone Assessment

D.T. **Pathway One**



Developing, planning and communicating ideas

Working with tools, equipment, materials and components to make quality products

Evaluating processes and products

Food and Nutrition

Begin to make their design using appropriate techniques

With help measure, mark out, cut and shape a range of materials.

Begin to build structures, exploring how they can be made stronger, stiffer and more stable.

Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).

Begin to draw on their own experience to help generate ideas and research conducted on criteria

Begin to understand the development of existing products: What they are for, how they work, materials used.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

When looking at existing products explain what they like and dislike about Products and why.

Begin to understand that all food comes from plants or animals.

Start to suggest ideas and explain what they are going to do.

Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.

Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.

Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.

Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.

Begin to use simple finishing techniques to improve the appearance of their product.

Know how to prepare simple dishes safely and hygienically, without using a heat source.

Start to understand how to name and sort foods into the five groups in 'The Eat well plate'

Understand how to identify a target group for what they intend to design and make based on a design criteria.

Explore using tools e.g. scissors and a hole punch safely.

Know how to use techniques such as cutting, peeling and grating.

Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

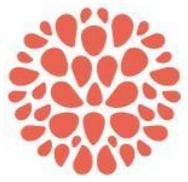
Name _____



Stepping Stone Assessment

D.T.

Pathway Two



Developing, planning and communicating ideas

Working with tools, equipment, materials and components to make quality products

Evaluating processes and products

Food and Nutrition

Begin to select tools and materials; use correct vocabulary to name and describe them

Start to choose and use appropriate finishing techniques based on own ideas.

Start to generate ideas by drawing on their own and other people's experiences.

Begin to develop their design ideas through discussion, observation, drawing and modelling.

Build structures, exploring how they can be made stronger, stiffer and more stable..

Evaluate their work against their design criteria.

Demonstrate how to use techniques such as cutting, peeling and grating.

Identify a purpose for what they intend to design and make.

With help measure, cut and score with some accuracy.

Look at a range of existing products explain what they like and dislike about Products and why.

Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.

Understand how to identify a target group for what they intend to design and make based on a design criteria.

Learn to use hand tools safely and appropriately

Start to evaluate their products as they are developed, identifying strengths and possible changes they might make..

Know that everyone should eat at least five portions of fruit and vegetables every day.

Start to assemble, join and combine materials in order to make a product.

With confidence talk about their ideas, saying what they like and dislike about them.

Understand how to name and sort foods into the five groups in 'The Eat well plate'

Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.

Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.

Understand that all food comes from plants or animals

Know that food has to be farmed, grown elsewhere (e.g. home) or caught..

Orange - Aut 1

Green - Aut 2

Pink - Spr 1

Blue - Spr 2

Yellow - Sum 1

Purple - Sum 2

Name _____



Stepping Stone Assessment

D.T. Pathway Three



Developing, planning and communicating ideas

Working with tools, equipment, materials and components to make quality products

Evaluating processes and products

Food and Nutrition



Name _____

- Orange - Aut 1
- Green - Aut 2
- Pink - Spr 1
- Blue - Spr 2
- Yellow - Sum 1
- Purple - Sum 2



Stepping Stone Assessment

D.T. **Pathway Four**



Developing, planning and communicating ideas

Working with tools, equipment, materials and components to make quality products

Evaluating processes and products

Food and Nutrition

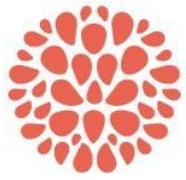


Name _____

Orange - Aut 1
 Green - Aut 2
 Pink - Spr 1
 Blue - Spr 2
 Yellow - Sum 1
 Purple - Sum 2



Stepping Stone Assessment D.T. **Pathway Five**



Developing, planning and communicating ideas

Working with tools, equipment, materials and components to make quality products

Evaluating processes and products

Food and Nutrition

Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.

Demonstrate how to use skills in using different tools and equipment safely and accurately

Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.

Use results of investigations, information sources, including ICT when developing design ideas.

Draw up a specification for their design- link with Mathematics and Science.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

With growing confidence cut and join with accuracy to ensure a good-quality finish to the product

Begin to understand that seasons may affect the food available.

With growing confidence select appropriate materials, tools and techniques.

With growing confidence apply a range of finishing techniques, including those from art and design

Understand how mechanical systems such as cams or pulleys or gears create movement.

Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.

Understand how food is processed into ingredients that can be eaten or used in cooking.

Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.

Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.

Start to evaluate a product against the original design specification and by carrying out tests.

Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source

Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.

Understand that mechanical and electrical systems have an input, process and output.

Evaluate their work both during and at the end of the assignment

Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Begin to evaluate it personally and seek evaluation from others

Begin to measure and mark out more accurately.

Evaluate the key designs of individuals in design and technology has helped shape the world..

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment

D.T.

Pathway Six



Developing, planning and communicating ideas

Working with tools, equipment, materials and components to make quality products

Evaluating processes and products

Food and Nutrition

Aim to make and to achieve a quality product

With confidence pin, sew and stitch materials together to create a product.

Assemble components to make working models.

Use tools safely and accurately.

Understand how mechanical systems such as cams or pulleys or gears create movement.

Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.

Understand how mechanical systems such as cams or pulleys or gears create movement.

Know how to reinforce and strengthen a 3D framework.

Confidently select appropriate tools, materials, components and techniques and use them.

Demonstrate when make modifications as they go along.

Construct products using permanent joining techniques.

Understand that mechanical and electrical systems have an input, process and output.

Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.

Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.

Evaluate their work both during and at the end of the assignment

Evaluate against their original criteria and suggest ways that their product could be improved.

Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.

Understand that seasons may affect the food available.

Understand how food is processed into ingredients that can be eaten or used in cooking.

Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source

Record their evaluations using drawings with labels.

Evaluate the key designs of individuals in design and technology has helped shape the world..

Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose

Identify the strengths and areas for development in their ideas and products.

Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail.

Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Draw up a specification for their design- link with Mathematics and Science.

Accurately apply a range of finishing techniques, including those from art and design.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD

Name _____

Orange - Aut 1

Green - Aut 2

Pink - Spr 1

Blue - Spr 2

Yellow - Sum 1

Purple - Sum 2

- Pathway 1 – Year 1
- Pathway 2 – Year 2
- Pathway 3 – Year 3
- Pathway 4 – Year 4
- Pathway 5 – Year 5
- Pathway 6 – Year 6