

Design and Technology (Make)

Content of this grid is adapted from the National Curriculum, Equals Semi-Formal SLD Curriculum, Development Matters (2021), Birth to 5.

Design and Technology - Make			
By the end of KS5 pupils should know how to:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
	The pupil can:	The pupil can:	The pupil can:
Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing. [KS1]	N/A	a. To tolerate wearing safety equipment if needed, before the making starts (getting used to the routine of the Design lesson is about to start) e.g. safety goggles, aprons, ear defenders etc b. Actively explore a range of tools with support. c. Use tools/equipment (adapted if necessary) to participate in a simple cutting task with support e.g. knife. d. Use tools/equipment (adapted if necessary) to participate in a simple shaping task, with support. Playdough tools. e. Use tools/equipment (adapted if necessary) to participate in a simple joining task, with support, e.g. screws. f. Use tools/equipment (adapted if necessary) to participate in a simple finishing task, with support, e.g. sand paper. g. Select an appropriate tool and/or equipment for a finishing task with support. h. Use an appropriate/adapted tool and/or	a. Select a range of safety equipment if needed, before the making starts (getting used to the routine of the Design lesson is about to start) e.g. safety goggles/aprons/ ear defenders etc. b. Measure out materials and components by using: - Tape measures - Rulers - Squares - Stencils - Pattern sheets c. Mark out materials and components using: - pencils - marker pens - fabric markers. d. Use a range of different cutting tools/equipment when prompted e. Select an appropriate cutting tool/equipment according to the purpose required; to include: - Scissors - Knives - Hacksaws - Fabric rotary cutter f. Independently use an appropriate cutting tool/equipment according to the purpose required; to include: - Scissors

		equipment for a finishing task with support. i. Operate an electrical/battery-operated tool using a timed/continuous switch, with support.* j. Follow two or more simple steps to help make a product.	- Knives - Hacksaws - Fabric rotary cutter g. Use a range of different shaping tools/equipment when prompted h. Select an appropriate shaping tool/equipment according to the purpose required; to include: - File - Sand paper/blocks i. Independently use an appropriate shaping tool/equipment according to the purpose required; to include: - File - Sand paper/blocks j. Use a range of different joining tools/equipment when prompted k. Select an appropriate joining tool/equipment according to the purpose required; to include: - Stapler - Glue bottle - Split pins - Glue gun - Sewing equipment/machine - Screwdrivers and screws - Hammer and nails - Dowel l. Independently use an appropriate shaping tool/equipment according to the purpose required; to include: - Stapler - Glue bottle - Split pins - Glue gun - Sewing equipment/machine - Screwdrivers and screws - Hammer and nails
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			- Dowel m. Use a range of different finishing tools/equipment when prompted n. Select an appropriate finishing tool/equipment according to the purpose required; to include: - Adding embellishments (eg buttons, beads, plastic eyes, lace edging) - Paint and brushes - Wax and cloths - Stencils o. Independently use an appropriate finishing tool/equipment according to the purpose required; to include: - Adding embellishments (eg buttons, beads, plastic eyes, lace edging) - Paint and brushes - Wax and cloths - Stencils
Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately [KS2]	N/A	N/A	As above but with progressed accuracy
Select from and use a wide range of materials and components, including construction	a. Explore/co-explore a range of construction materials with one common characteristic e.g. hard materials. b. React negatively to a construction material whilst exploring/co-exploring.	a. Indicate a preference for at least one construction material from a choice of two or more. b. Use at least one construction material through exploration and play.	a. Follow design guidelines to make a simple product using the appropriate materials and components required e.g. construction materials, textiles and ingredients (see below). b. Compare/contrast characteristics of a wide range of construction materials e.g. bricks or wood

materials, textiles and ingredients, according to their characteristics. [KS1]	c. React positively to a construction material whilst exploring/co-exploring. d. Explore/co-explore a range of textiles with one common characteristic e.g. stretchy. e. React negatively to a textile whilst exploring/co-exploring. f. React positively to a textile whilst exploring/co-exploring. g. Explore/co-explore a range of ingredients with one common characteristic e.g. sticky. h. React negatively to an ingredient whilst exploring/co-exploring. i. React positively to an ingredient whilst exploring/co-exploring. j. With support, complete one or more simple steps to help make a product. k. React positively/negatively when exploring the final product with support.	c. Indicate a preference for at least one textile. d. Use at least one textile through exploration and play. e. Indicate a preference for at least one ingredient. f. Use at least one ingredient through exploration and play, and/or during a cooking or craft activity e.g. making wallpaper paste. g. Explore two or more materials and components with similar characteristics. h. Follow two or more simple steps to help make a product with a specified characteristic e.g. shiny.	c. Select and use one or more construction materials for a simple task, giving a reason for the choice. d. Compare/contrast characteristics of a wide range of textiles e.g. wool and elastic. e. Select and use one or more appropriate textile for a simple task, giving the reason for the choice. f. Compare/contrast characteristics of a wide range of ingredients e.g. oils and powders. This could be for a cooking task or for a craft task e.g. investigating different paints on different surfaces. g. Select and use one or more appropriate ingredients for a simple task, giving the reason for the choice.
Select from and use a wider range of materials and components, including construction materials, textile's and ingredients, accordingly to their functional properties and	N/A	N/A	

aesthetic qualities. [KS2]			
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The Redway School