

Key Learning in Design and Technology – Lower Key Stage 2

Design	Make	Evaluate
Develop more than one design or adaptation of an initial design.	Prepare pattern pieces as templates for their design.	Investigate similar products to the one to be made to give starting points for a design.
Plan a sequence of actions to make a product.	Cut slots.	Draw/sketch products to help analyse and understand how products are made.
Record the plan by drawing, using annotated sketches.	Cut internal shapes.	Research the needs of the user.
Begin to use cross sectional and exploded diagrams. (Year 4)	Select from a range of tools for cutting, shaping, joining and finishing.	Identify the strengths and weaknesses of their design ideas in relation to the user and purpose.
Use prototypes to develop and share ideas.	Use tools with accuracy.	Decide which design ideas to develop.
Think ahead about the order of their work and decide upon tools and materials.	Select from techniques for different parts of the process.	Consider and explain how the finished product could be improved.
Propose realistic suggestions as to how they can achieve their design ideas.	Select from materials according to their functional properties.	Discuss how well the finished product meets the design criteria of the user.
Consider aesthetic qualities of materials chosen.	Plan the stages of the making process.	Investigate key events and individuals in Design and Technology.
Use CAD where appropriate. (Year 4)	Use appropriate finishing techniques.	

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Cooking and Nutrition (Year 3)	Cooking and Nutrition (Year 4)	Structures (Cycle A Only)	Mechanical and Electrical Systems and ICT (Cycle A Only)
<p>Develop a sensory vocabulary/knowledge of food using smell, taste, texture and feel.</p> <p>Follow simple instructions and recipes.</p> <p>Continue to accurately use vocabulary such as, carbohydrate, protein, vitamins, minerals etc. and use this to make healthy food choices.</p> <p>Join and combine a range of ingredients.</p> <p>Explore seasonality of fruits and vegetables being used within recipes.</p> <p>Find out which fruits and vegetables are grown in countries/continents studied in Geography topics.</p>	<p>Analyse the taste, texture, smell and appearance of a range of foods.</p> <p>Follow more complex instructions and recipes.</p> <p>Make healthy eating choices using the Eatwell plate.</p> <p>Join and combine a range of ingredients.</p> <p>Explore seasonality of fruits and vegetables being used within recipes.</p> <p>Find out which vegetables are grown in countries/continents studied in Geography topics.</p> <p>Develop an understanding of how meat/fish are reared and caught.</p>	<p>Develop vocabulary related to the project.</p> <p>Create shell or frame structures.</p> <p>Strengthen frames with diagonal struts.</p> <p>Make structures more stable by giving them a wide base.</p> <p>Measure and mark square section, strip and dowel accurately to 1cm.</p>	<p>Develop vocabulary related to the project.</p> <p>Use mechanical systems such as levers and linkages.</p> <p>Use lolly sticks and card to make levers and linkages.</p> <p>Use linkages to make movement larger or more varied.</p>
		<p style="text-align: center;">Textiles (Cycle B Only)</p> <p>Develop vocabulary for tools, materials and their properties.</p> <p>Understand seam allowance.</p> <p>Join fabrics using running stitch, over sewing and blanket stitch.</p> <p>Prototype a product using J cloths.</p> <p>Use a prototype to make a pattern.</p> <p>Explore strengthening and stiffening of fabrics.</p> <p>Explore fastenings and discover who created them and recreate them.</p> <p>Sew on buttons and make loops.</p> <p>Use appropriate decoration techniques.</p>	<p style="text-align: center;">Mechanical and Electrical Systems and ICT (Cycle B Only)</p> <p>Develop vocabulary related to the project.</p> <p>Use mechanical systems such as gears and pulleys.</p> <p>Incorporate a circuit into a model.</p> <p>Use electrical systems such as bulbs and buzzers.</p> <p>Use ICT to control products.</p>