

Design and Technology- Skills to cover in Lower Key Stage 2

Developing, Planning and Communicating Ideas.	<ul style="list-style-type: none"> • Investigate similar products to the one to be made to give starting points for a design • Draw/sketch products to help analyse and understand how products are made • Think about who the product is aimed at • Design innovative, functional and appealing products that are fit for purpose • Decide upon tools and materials • Plan a sequence of actions to make a product • Record the plan by drawing (labelled sketches) or writing • Develop more than one design or adaptation of an initial design • Annotate drawings to help explanations
Food	<ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods • Follow instructions • Make healthy eating choices from and understanding of a balanced diet • Join and combine a range of ingredients e.g. snack foods • Work safely and hygienically • Measure and weigh ingredients appropriately • Understand where and how a variety of ingredients are grown, reared, caught and processed
Textiles	<ul style="list-style-type: none"> • Understand seam allowance • Join fabrics using running stitch, over sewing, back stitch • Explore fastenings and recreate some e.g. sew on buttons and make loops • Use appropriate decoration techniques (glued or simple stitches) • Create a simple pattern • Understand the need for patterns
Construction	<ul style="list-style-type: none"> • Incorporate a circuit with a bulb or buzzer into a model • Create shell or frame structures, strengthen frames with diagonal struts • Make structures more stable by giving them a wide base • Measure and mark square selection, strip and dowel accordingly to 1cm • Use glue gun with close supervision (one to one)
Sheet Materials	<ul style="list-style-type: none"> • Cut slots • Cut internal shapes • Use lolly sticks/card to make levers and linkages • Use linkages to make movement larger or more varied. • Use and explore complex pop ups • Create nets
Evaluating	<ul style="list-style-type: none"> • Identify the strengths and weaknesses of their design ideas • Decide which design idea to develop • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.