



# Eastwood Village Primary School

## Lower KS2 – Design Technology Skills



### Generate, model and communicate Ideas

### Evaluating existing and own work

1. Explore ideas through discussions.
2. Ask and answer questions about the starting points for their work.
3. Develop their ideas – through annotated sketches, cross-sectional and exploded diagrams, prototypes, and pattern pieces.
4. Generate ideas through use of computer-aided designs.
5. Gather information about the needs and wants of particular individuals and groups.
6. Develop their own design criteria and use these to inform their ideas.

1. Investigate and analyse a range of existing products.
2. Ask who, when, where questions about existing products.
3. Discuss whether products can be recycled or reused.
4. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
5. Understand how key events and individuals in design and technology have helped shape the world. (Famous inventors).

#### Electrical systems

#### Computing

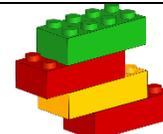
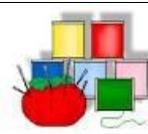
#### Using tools

#### Textiles

#### Construction

#### Food

#### Mechanism



Deign  
Design controllable products. i.e. buggy using diagrams and ideas from existing work.

Deign  
Design and generate ideas through use of computers.

Deign  
Design an outdoor product.  
Design catapults.  
Modelling ideas and how to improve making methods.

Deign  
Design and create an annotated sketch using textile materials.

Deign  
Design a structure using a design criteria .i.e. den, shelters.  
  
Make design decisions that take account of the availability of resources.

Deign  
Investigate food and healthy eating.  
Preparing food- create a recipe.  
  
Different ways eggs can be cooked.  
Bread recipes.  
Fishcakes.  
Food preparation skills.

Deign  
Design a working mechanism using a design criteria that include: gears, pulleys, cams, levers and linkages.

<p><u>Make:</u> Creating an electronic billboard. Make a controllable buggy with the help of these resources.</p> <p>Order the main stages of making.</p>	<p><u>Make</u> Using sensors and applications to build products: circuits, lights. Use controls to make a functional product.</p>	<p><u>Make</u> Perform practical tasks- Selecting tools to use. Making outdoor products, tools needed. Using cutting, shaping, joining and finishing accurately. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p><u>Make</u> Use a range of materials and equipment to make a product using soft materials: Cushion, teddy, puppet, t-shirt and blanket.</p> <p>Assemble, join and combine materials and components with some accuracy.</p>	<p><u>Make</u> Make a structure using a range of construction materials.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Testing suitable materials. Exploring materials- advantages and disadvantages.</p>	<p><u>Make</u> Use the basic principles of a healthy and varied diet to prepare and cook savoury dishes using a range of cooking techniques.</p>	<p><u>Make</u> Make a moving product: Make a moving toy. Look at fairground rides and how they work.</p> <p>Order the main stages of making.</p>
<p><u>Technical knowledge</u> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Understanding of electronic components</p>	<p><u>Technical knowledge</u> Understanding of computing to program, monitor and control their products.</p>	<p><u>Technical knowledge</u> Building a structure. Exploring materials and equipment. Tool/equipment safety.</p>	<p><u>Technical knowledge</u> Testing materials for suitability. Material investigation- how can they be used. Using textile tools.</p> <p>Know that a single fabric shape can be used to make a 3D textiles product.</p>	<p><u>Technical knowledge</u> Building strong structures. How they are strengthened. Exploring architecture. Structure tests.</p> <p>Know how to make strong, stiff shell structures.</p>	<p><u>Technical knowledge</u> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Farm to fork. Which food is farmed or grown.</p> <p>Know that food ingredients can be fresh, pre-cooked and processed.</p>	<p><u>Technical knowledge</u> Describe and label mechanisms. How to use a range of mechanisms- gears, pulleys, cams, levers. Look at mechanisms in detail.</p>

					<p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	
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