DT Key Stage 1

- At Key Stage 1, the sticky knowledge takes full account of the National Curriculum's main characteristics of:

Designing	Making	Evaluating	Technical Knowledge	Cooking & Nutrition
Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.	*Planning. Practical skills and techniques.*	*Own ideas and products. Existing products. Key events and individuals.*	*Making products work.*	*Where food comes from. Food preparation, cooking and nutrition.*
Across KS1 pupils should: Work confidently within a range of contexts, such as imaginary story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.				
YEAR 1:				
• Design a purposeful, functional and appealing product • Talk about their ideas- say what product they are designing (and making) • Generate ideas for products by drawing on their own experiences. • Use simple design criteria and pictures to develop their ideas • Explain which materials they will use for their product.	• Plan by suggesting what to do next • Follow procedures for safety and hygiene • Make a product with construction materials which contain wheels and axles e.g. tubes, dowel and cotton reels. • Select from a range of materials and components according to their characteristics. • Select from a range of tools and equipment to perform practical tasks (cutting,	• Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Explore a range of existing products	• Build freestanding structures and explore how they can be made stronger, stiffer, more stable. • Explore and use mechanisms (eg levers, sliders, wheels, axles)	• Know that food comes from plants or animals • Know that everyone should eat at least 5 portions of fruit and vegetables daily. • Know how to use techniques such as cutting, peeling and grating.

• Explain how their product works	shaping, joining, finishing)			
YEAR 2:				
• Say how they will make products suitable for their intended users • Communicate their ideas through talking and drawing. • Use knowledge of existing products to help come up with ideas for their own products. • Model ideas by exploring materials and construction kits and by making templates and mock-ups • Explain how their products will work and who they are for • Use IT, where appropriate, to develop and communicate their ideas	• Use a range of materials and components, including construction kits, textiles, food ingredients and mechanical components • Select from and use a wide range of materials to cut, shape, join and finish their product. • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design	• Explore and evaluate a range of existing products to help inform their own product ideas. • Evaluate their ideas and products against design criteria • Suggest how their products could be improved • Explore: what products are, who they are for, how they work, how they are used, what materials they are made from, what they like/dislike about them	• Explore the simple working characteristics of materials and components • Explore how materials can be made stronger, stiffer and more stable. • Use the correct technical vocabulary for the projects they are undertaking	• Know that food has to be farmed, grown elsewhere or caught • Know how to name and sort foods into the five groups in the Eatwell Guide • Know h • ow to prepare simple dishes safely and hygienically, without a heat source
Bright Lights, Big City - Taxi Childhood – Shade & Shelter				

Movers & – Remarkable Recipes	
Vocabulary Progression:	
The following vocabulary is introduced in Year 1:	
cutting	remove one piece from another
design	planning or sketching what a product will look like
make	putting a product together
evaluate	saying how good a product is
function	why something is made
healthy diet	a diet which is balanced and keeps a person healthy
peeling	removing the skin of a fruit or vegetable with a knife or peeler
purpose	the reason a product is made
product	the thing you are making
squeezing	to tighten your grip; squeeze a fruit of its juice
user	the person who uses a product
The following vocabulary is introduced in Year 2:	
assembling	putting something together
axle	a rod or spindle which passes through the centre of wheels
axle holder	a device used to hold an axle
chassis	a load-bearing structure which offers support
finishing	what a product looks like at the end
framework	a supportive structure
joining	fastening two things together
lever	a device used to add force
mock-up	a practise design or product
pivot	a pin on which a mechanism turns
quality	how good something is
structure	an object made from several parts
utensil	something used for cookery i.e. a whisk