DT Lower Key Stage 2

- ❑ At Lower Key Stage 2, 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 LKS2 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.				
Lower Key Stage 2:				
• Share and clarify ideas through discussion • Generate realistic ideas, focussing on the needs of the user • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • Develop their own design criteria and use these to inform their ideas. • Explain how particular parts of their	• Follow procedures for safety and hygiene • Select tools and equipment suitable for the task • Select materials and components suitable for the task, explaining their choices according to functional properties and aesthetic qualities • Order the main stages of making • Measure, mark out, cut and shape materials and components with some accuracy	• Investigate a range of existing products. • Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products • Identify the strengths and areas for development in their ideas and products • Where appropriate, consider how significant events and individuals in DT have	• Know how to use science and maths learning to help design and make products that work • Know that materials have both functional and aesthetic qualities • Know how mechanical systems (levers, linkages, pneumatic systems etc) create movement • Know how simple electrical circuits and components can be used to create	• Know that food is grown, reared and caught in the UK, Europe and the wider world • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source • Know how to use a range of techniques, including peeling, chopping, grating, slicing, mixing,

products work • Make design decisions that take account of the availability of resources	• Assemble, join and combine materials and components with some accuracy • Apply a range of finishing techniques, including those from art and design, with some accuracy	helped to shape the world. • Investigate: who designed and made products, how well they have been made and work, what materials have been chosen, how well products achieve their purposes • Investigate: who, where, when products were made, whether products can be recycled or reused	functional products • Know how to make strong, stiff shell structures • Know how to programme a computer to control their products • Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products	spreading, kneading and baking • Know that a healthy diet is made up from a variety and balance of different foods from the Eatwell Guide • Know that to be healthy and active, food and drink are needed to provide energy for the body

Vocabulary Progression:

The following vocabulary is introduced in Years 3 & 4:

aesthetics	the look of a design which can add to its appeal
compartment	making up something with a separate section or part
fabric	a material, typically made from knitting or weaving threads together
fastening	to join together with a removable stitch
harvested	a device which closes or secures something
linkage	to gather a crop
mechanism	a system of links
processed	a system or parts working together in a machine
seam	when something is changed using science (to keep it)
seasonal	a line where two pieces of fabric are sewn together
scoring	in season
shell structure	to gently cut with a knife a structure with a hollow inside
stiffening	to make something stiffer
stitch	a stitch is created with a needle and thread

taste	what something tastes like in the mouth
templates	a shaped piece of material used as a pattern
texture	the feel of something
fabrication	the process of making something
tack	a light stitch; not permanent