



Eastwood Village Primary School

KS1 – Design Technology Skills



Generate, model and communicate Ideas

Evaluating existing and own work

1. Explore ideas through talking to others.
2. Ask and answer questions about the starting points for their work.
3. Develop their ideas – through drawing and templates.
4. Generate ideas through use of Information and communication technology.
5. Generate ideas through own experiences.
6. Use existing products to help come up with ideas.

1. Investigate and analyse a range of existing products.
2. Ask What, Who, Where and how questions about existing work.
3. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
4. Understand how key events and individuals in design and technology have helped shape the world. (Famous inventors).
5. Suggest how their product could be improved.

Functional products

Appealing products

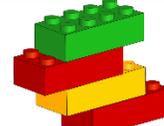
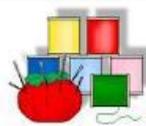
Using tools

Textiles

Construction

Food

Mechanism



Deign
Using a design criteria to design a range of products:
Vehicles
Musical instruments
Mechanism- clocks

Deign
Using a design criteria to design a range of products:
Puppet making
Personal products
Home product.

Test materials for suitability.

Deign
Design an outdoor product. state what products they are designing and making. say whether their products are for themselves or other users.

Different equipment used in cookery.
Making outdoor products, tools needed.

Deign
Design and create a template using textile materials.

Deign
Design a structure using a design criteria .i.e. den, shape, small doll house.
Describe what their products are for.
Say how their products will work.
Say how they will make their products suitable for their intended users

Deign
Investigate food and healthy eating.
Preparing food- create a recipe. Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught

Deign
Design a working mechanism using a design criteria that include: levers, sliders, wheels and axels.

<p><u>Make</u> Using previous and evaluated designs to make a range of functional products.</p> <p>Material investigation- How they can be used.</p> <p>Use finishing techniques, including those from art and design.</p>	<p><u>Make</u> Using previous and evaluated designs to use a range of materials to make appealing products.</p> <p>Measure, mark out, cut and shape materials and components.</p>	<p><u>Make</u> Perform practical tasks- Knife safety. Selecting tools to use.</p> <p>Select from a range of tools and equipment, explaining their choices.</p>	<p><u>Make</u> Use a range of materials and equipment to make a product using soft materials: Cushion, teddy, puppet, and blanket.</p> <p>Assemble, join and combine materials and components.</p> <p>Measure, mark out, cut and shape materials and components.</p>	<p><u>Make</u> Make a structure using a range of construction materials. Select from a range of materials and components according to their characteristics.</p> <p>Testing materials. Comparing materials- describe and compare materials.</p>	<p><u>Make</u> Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from. (plants/animals) Using ingredients.</p> <p>Follow procedures for safety and hygiene.</p>	<p><u>Make</u> Make a moving product: Make a moving toy. Make a moving picture.</p>
<p><u>Technical knowledge</u> Explore shape, strength, structure of products. Explore architecture.</p>	<p><u>Technical knowledge</u> Explore structures and how they can be made stronger, stiffer and more stable.</p>	<p><u>Technical knowledge</u> Building a structure. Exploring materials and equipment.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</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 3-D textiles product can be assembled from two identical fabric shapes.</p>	<p><u>Technical knowledge</u> Building strong structures. Exploring architecture.</p> <p>Know how freestanding structures can be made stronger, stiffer and more stable.</p>	<p><u>Technical knowledge</u> Food suitability- Identify fruit and vegetables can be grouped, individually named and that they may require treatment before being eaten. Know how to name and sort foods into the five groups in The eatwell plate. Know that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and</p>	<p><u>Technical knowledge</u> Describe and label mechanisms. Discuss movement- push and pull. How to use a range of mechanisms- lever, sliders, wheels and axels.</p>

					<p>hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p> <p>Know that food ingredients should be combined according to their sensory characteristics.</p>	
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