

## National Curriculum Requirements of DT at Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

### **Design**

design purposeful, functional, appealing products for themselves and other users based on design criteria  
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing  
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

explore and evaluate a range of existing products  
evaluate their ideas and products against design criteria

### **Technical knowledge**

build structures, exploring how they can be made stronger, stiffer and more stable  
explore and use mechanisms, such as levers, sliders, wheels and axles in their products

### **National Curriculum Requirements of Cooking and Nutrition at Key Stage 1**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

# Knowledge, Skills & Understanding breakdown for Design & Technology

## Year 2

<b>Developing, planning and communicating ideas</b>	<b>Working with tools, equipment materials &amp; components to make quality products</b>	<b>Evaluating processes &amp; products</b>
<p>Can they think of ideas and plan what to do next?</p> <p>Can they choose the best tools and materials? Can they give a reason why these are best?</p> <p>Can they describe their design by using pictures, diagrams, models and words?</p>	<p>Can they join things (materials/components) together in different ways?</p>	<p>What went well with their work?</p> <p>If they did it again, what would they want to improve?</p>

## Breadth of study

<b>Cooking &amp; nutrition</b>	<b>Textiles</b>	<b>Mechanisms</b>	<b>Use of materials</b>	<b>Construction</b>
<p>Can they describe the properties of the ingredients they are using?</p> <p>Can they explain what it means to be hygienic?</p> <p>Are they hygienic in the kitchen?</p>	<p>Can they measure textile?</p> <p>Can they join textiles together to make something?</p> <p>Can they cut textiles?</p> <p>Can they explain why they close a certain textile?</p>	<p>Can they join materials together as part of a moving product?</p> <p>Can they add some kind of design to their product?</p>	<p>Can they measure materials to use in a model or structure?</p> <p>Can they join material in different ways?</p> <p>Can they use joining, folding or rolling to make it stronger?</p>	<p>Can they make sensible choices as to which material to use for their construction?</p> <p>Can they develop their own ideas from initial starting points?</p> <p>Can they incorporate some type of movement into models?</p> <p>Can they consider how to improve their construction?</p>