

	The Abbey CE VA Primary School	Key Stage 1 and 2 Design and Technology	2020-21
	Autumn 2020	Spring 2021	Summer 2021
<p>KS1</p> <p>Design</p> <ul style="list-style-type: none"> □ 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 <p>Make</p> <ul style="list-style-type: none"> □ select from and use a range of tools and equipment to perform practical tasks [for example, 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 <p>Evaluate</p> <ul style="list-style-type: none"> □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> □ build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles] <p>Food and cooking</p> <ul style="list-style-type: none"> □ use the basic principles of a healthy and varied diet to prepare dishes □ understand where food comes from. 			
<p>KS2</p> <p>Design</p> <ul style="list-style-type: none"> □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups □ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> □ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately □ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> □ investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work □ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> □ apply their understanding of how to strengthen, stiffen and reinforce more complex structures □ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] □ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] □ apply their understanding of computing to program, monitor and control their products. <p>Food and cooking</p> <p>understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> □ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			

Year 1	Design and make puppets in order to perform a puppet show.	Design and model with recycled materials (making toys).	Design and make Mod-Roc/Plaster of Paris models accompanied by labels and written description (how archaeologists reconstructed the remains of the dead at Pompeii and how they died).
Year 2		To design and make a clay pot with a handle.	To design and make a healthy soup.
Year 3	Make a vegetarian pizza.	Build a biscuit Stone Henge.	Create Celtic inspired brooch/necklace.
Year 4		Design and make a poison Dart Frog Bean Bags	Design and make a working lighthouse with a working simple circuit.
Year 5	Make a volcano.	Design and make a type of Greek food.	Design and make a Victorian card.
Year 6		.	Design and create Mayan masks.