

Design Technology – UKS2 Year A

To be taught throughout the year:

Design	Make	Evaluate
<ul style="list-style-type: none"> ▪ Develop more than one design or adaptation of an initial design. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Begin to use cross-sectional and exploded diagrams. ▪ Use prototypes to develop and share ideas. ▪ Think ahead about the order of their work and decide upon tools and materials/ingredients. ▪ Propose realistic suggestions as to how they can achieve their design ideas. ▪ Consider aesthetic qualities of materials/ingredients chosen. ▪ Use CAD where appropriate 	<ul style="list-style-type: none"> ▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. 	<ul style="list-style-type: none"> ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Research needs of user. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user. ▪ Investigate key events and individuals in Design and Technology.

Autumn - Food	Vocabulary
<ul style="list-style-type: none"> ● Prepare mostly savoury dishes using their own selection of ingredients, taking into account their nutritional properties and sensory characteristics. ● Weigh and measure using scales. ● Select and prepare foods for a particular purpose. ● Work safely and hygienically. ● Develop understanding of a healthy diet (using the eatwell plate) and apply in their ingredient choices. ● Use a range of cooking techniques. ● Join and combine a widening range of ingredients. ● Know where and how ingredients are grown and processed. ● Consider influence of chefs e.g. Jamie Oliver and school meals. 	<p>Vocab related to food – more advanced vocab related to texture, taste and appearance Names of equipment, utensils Verbs for preparation techniques Names of food products met in project Language related to food sourcing and production – process, seasonal, reared, harvested, grown, caught, hygiene, variety</p>

Spring – Textiles	Vocabulary
<ul style="list-style-type: none"> ■ Use the correct vocabulary appropriate to the project. ■ Create 3D products using patterns pieces and seam allowance. ■ Understand pattern layout. ■ Decorate textiles appropriately (often before joining components). ■ Pin and tack fabric pieces together. 	<p>Mechanism, lever, linkage Pivot, slot, guide Linear, rotary, oscillating, Names of tools used Names of materials</p>

<ul style="list-style-type: none"> ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ▪ Combine fabrics to create more useful properties. ▪ Make quality products. 	
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<p>Summer – Investigating existing products</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> ▪ Use the correct terminology for tools materials and processes. ▪ Use bradawl to mark hole positions. ▪ Use hand drill to drill tight and loose fit holes. ▪ Cut strip wood, dowel, square section wood accurately to 1mm. ▪ Join materials using appropriate methods. ▪ Build frameworks to support mechanisms. ▪ Stiffen and reinforce complex structures. 	<p>Design Criteria, Design Brief Annotation Sketch Prototype Innovation, Evaluation</p>