

Ethelbert Road Primary school – Knowledge, Skills and understanding breakdown for Design and Technology **lower Key stage 2**

| Elements of Art & Principle of Design  | Year 3   | Year 4  | <u>Vocabulary</u>  |
|--|--|---|--|
| <b>Developing, planning and communication ideas.</b>                                     | <ul style="list-style-type: none"> <li>• Can they show that design meets a number of requirements?</li> <li>• Can they put together step by step plan which shows the order and also what equipment and tools they need?</li> <li>• Can they describe their design using an accurately labelled sketch and words?</li> <li>• How realistic is their plan?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they come up with at least one idea about how to create their product?</li> <li>• Do they take account of the ideas of others when designing?</li> <li>• Can they produce a plan and explain it to others?</li> <li>• Can they suggest some improvements and say what was good and not so good about their original design?</li> </ul> |  |
| <b>Working with tools, equipment, materials and components to make quality products.</b> | <ul style="list-style-type: none"> <li>• Can they use equipment and tools accurately?</li> </ul>   | <ul style="list-style-type: none"> <li>• Can they tell if their finish product is going to be good quality?</li> <li>• Are they aware of the need to produce something that will be like by others?</li> <li>• Can they show a good level of expertise when using a range of tools and equipment?</li> </ul>  |  |
| <b>Evaluating processes and products.</b>  | <ul style="list-style-type: none"> <li>• What did they change which made their design even better?</li> </ul>  | <ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product thinking of both the appearance and the way it works?</li> </ul>   |  |
| <b>Cooking and nutrition</b>   | <ul style="list-style-type: none"> <li>• Can they choose the right ingredients for a product?</li> <li>• Can they use equipment safely?</li> </ul>   | <ul style="list-style-type: none"> <li>• Do they know what to do to be hygienic and safe?</li> </ul>  | Healthy, sustainable, economic, grate, chop, blend, resourceful, carbon foot |

|                                      |  |   |  |
|--------------------------------------|--|---|--|
|                                      | <ul style="list-style-type: none"> <li>• Can they make sure that their product looks attractive?</li> <li>• Can they describe how their combined ingredients come together?</li> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul> | <ul style="list-style-type: none"> <li>• Have they thought what they can do to present their product in an interesting way?</li> </ul>  | print, environment, locally sourced, storage, conserve, green house.               |
| Textiles                             | <ul style="list-style-type: none"> <li>• Can they join textiles of different types in different ways?</li> <li>• Can they choose textiles both from their appearance and also qualities?</li> </ul>  | <ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• Have they thought about how to make their product strong?</li> <li>• Can they devise a plan?</li> <li>• Can they explain how to join things in a different way?</li> </ul> | Fabric, popper, fastening, felt, dyed, embroidery, piquet, blanket stitch, thread. |
| Electrical and Mechanical components | <ul style="list-style-type: none"> <li>• Do they select the most appropriate tools and techniques to use for the given task?</li> <li>• Can they make a product which uses both electrical and mechanical components?</li> </ul>   | <ul style="list-style-type: none"> <li>• How have they altered their product after checking it?</li> <li>• Are they confident about trying out new and different ideas?</li> </ul>  | Construct, design, annotate, compromise,   |
| Stiff and flexible sheet materials   | <ul style="list-style-type: none"> <li>• Do they use the most appropriate materials?</li> <li>• Can they work accurately to make cuts and holes?</li> <li>• Can they join materials?</li> </ul>  | <ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>   | Mailable, pliable,   |
| Mouldable materials                  | <ul style="list-style-type: none"> <li>• Do they select the most appropriate materials?</li> <li>• Can they use a range of techniques to shape and mould?</li> <li>• Do they use finishing techniques?</li> </ul>  | <ul style="list-style-type: none"> <li>• Do they take time to consider how they could have made their product better?</li> <li>• Do they work on their product even though their original idea might not have worked?</li> </ul>  | Recyclable, appropriate, retest.   |