

LKS2 Progression of skills in Design and Technology

<p>Developing, planning and communicating ideas</p>	<ul style="list-style-type: none"> ● Generate ideas for an item considering its purpose and the users ● Make labelled drawings from different views ● Identify criteria ● Plan the order of their work before starting ● Suggest alternative methods if first attempts fail ● Evaluate products 	<p>Year 3 – Mechanisms, Moving vehicles</p> <p>Year 3 – Textiles, Personal Bookmarks</p> <p>Year 3 – Structures, Bronze age Torc.</p>
<p>Working with tools, equipment, materials and components to make quality products</p>	<ul style="list-style-type: none"> ● Select appropriate tools and techniques for making their product ● Measure, mark, cut out and shape a range of materials using appropriate tools, equipment and techniques ● Join and combine materials and components carefully and accurately ● Sew using a range of different stitches ● Use simple graphical communication techniques ● Measure, tape or pin, cut and join fabric with some accuracy. 	<p>Year 3 – Textiles, Personal bookmark</p> <p>Year 3 – Mechanisms, Moving vehicles</p> <p>Year 4- Textiles, Roman sandals, (Caligae)</p> <p>Year 4 -Mechanisms, Mechanical poster</p> <p>Year 4 Structures, Kites</p>
<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> ● Evaluate their work both during and at the end of the assignment ● Evaluate their products carrying out appropriate tests. 	<p>Year 3 – Mechanisms, Moving vehicles</p> <p>Year 3 – Textiles, Personal bookmarks</p> <p>Year 4- Textiles, Roman sandals, (Caligae)</p> <p>Year 4 Structures, Kites</p>
<p>Food And nutrition</p>	<ul style="list-style-type: none"> ● Understand all food comes from plants or animals ● That food is farmed, grown or caught ● That food is sorted into 5 groups ● That we should eat 5 portions of fruit/veg a day ● To prepare predominantly savoury dishes including the use of a heat source. 	<p>Year 3 –Nutrition, Healthy sandwich</p> <p>Year 4 – Nutrition, Bread bake off</p>