

## Key Stage 1 YEAR 2 DESIGN AND TECHNOLOGY

National Curriculum KS1 Programme of Study	Chris Quigley Essential Skills Milestone 1	
<p>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 <i>for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</i></p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [<i>for example, cutting, shaping, joining and finishing</i>]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [<i>for example, levers, sliders, wheels and axles</i>], in their products.</li> </ul>	<p><b>1. To master practical skills</b> <b><u>Textiles</u></b></p>	<ul style="list-style-type: none"> <li>Shape textiles using templates.</li> <li>Join textiles using running stitch.</li> <li>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>
	<p><b>1. To master practical skills</b> <b><u>Electricals and electronics</u></b></p>	<ul style="list-style-type: none"> <li>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</li> </ul>
	<p><b>1. To master practical skills</b> <b><u>Construction</u></b></p>	<ul style="list-style-type: none"> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>
	<p><b>1. To master practical skills</b> <b><u>Computing</u></b></p>	<ul style="list-style-type: none"> <li>Model designs using software</li> </ul>
	<p><b>1. To master practical skills</b> <b><u>Food</u></b></p>	<ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> <li>Assemble or cook ingredients.</li> </ul>
	<p><b>2. To design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design.</li> </ul>
	<p><b>3. To take inspiration from design throughout history</b></p>	<ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created.</li> </ul>

**Cooking and Nutrition**

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.