



Design Technology Skills, Knowledge and Technical Vocabulary- LKS2

	Learning Objective		Knowledge (National Curriculum)	Skills	Technical Vocabulary
End of LKS2	To master practical skills	<b>Food and Nutrition</b>	<p>To know what hygiene means and how to keep surfaces, utensils, and hands clean.</p> <p>To know how to read a scale.</p> <p>To understand units of measure.</p> <p>To know how to follow a recipe.</p> <p>To know the name of utensils and equipment needed for food.</p> <p>To know how to use utensils and equipment correctly.</p> <p>To know how to control an oven or hob for cooking.</p> <p>To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare ingredients hygienically using appropriate utensils</p> <p>Measure ingredients to the nearest gram accurately</p> <p>Follow a recipe</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob if cooking)</p>	<p>Recipe, utensils, instruction, peeler, grater, knife, rolling pin,</p> <p>Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety.</p> <p>Measure, weigh, scale, accuracy, grams (G), kilogram (KG), pounds (LB),, millilitres (ML), teaspoon, tablespoon, dessert spoon.</p> <p>Oven, hob, grill.</p> <p>Temperature, Celsius, gas mark, boiling point, simmer, lukewarm, melting point, freezing point.</p> <p>Seasonality, savoury, reared, caught, grown, processed.</p>



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		<p><b>Textiles and Materials</b></p>	<p>To know how to use tools correctly. To be able to measure accurately. To know how materials are joined together. To know what the perimeter is and how to measure it. To know which technique is most effective.</p> <p>To 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> <p>To know what a seam and where it is To know how to use a seam allowance. To know how to use a needle and thread. To know different techniques when decorating textiles. To recognise and use different materials.</p> <p>To 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>	<p>Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</p> <p>Select appropriate joining materials Understand the need for a seam allowance. Join textiles with appropriate stitching Select the most appropriate techniques to decorate textiles</p>	<p>Material, tool, cut, curl, safely, centimetre, glue, fold, tear. Measure, mark, ruler, tape measure, shaping, range, hinges, combine, strengthen, technique, scale, slots, cut outs Shape, textile, template, running stitch, techniques, dyeing, sequins, printing, decorate, aesthetic, components, construction, functional</p>
		<p><b>Electricals and Electronics</b></p>	<p>To understand how a simple circuit is made. To understand how series and parallel circuits are made.</p> <p>To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</p>	<p>Create series and parallel circuits</p>	<p>Wire, cell, battery, series, clip, parallel, bulbs, buzzers, motors, switches</p>
		<p><b>Construction</b></p>	<p>To select from and use a wide range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>Choose suitable techniques to construct products or to repair items Strengthen materials using suitable techniques</p>	<p>Glue, product, materials, drill, screw, nail, strengthen, construct, repair, techniques, cutting, joining, shaping, aesthetic, functional</p>



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		according to their functional properties and aesthetic qualities.		
	<b>Mechanisms</b>	To understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages).	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)	Transference, forces, mechanisms, levers, winding, pulley, gear, cams, levers, linkages, mechanical
	<b>To design, make, evaluate and improve</b>	<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that fit for purpose, aimed at particular individuals or groups.</p> <p>To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To select from and use a wide range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).</p> <p>To 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> <p>To investigate and analyse a range of existing products.</p> <p>To evaluate ideas and products against their own design criteria and consider the views of others to improve work.</p> <p>To understand how key events and individuals in DT have helped shape the world.</p>	<p>Design with purpose by identifying opportunities to design</p> <p>Make products by working efficiently (such as by carefully selecting materials)</p> <p>Refine work and techniques as work progress continually evaluating the product design</p> <p>Use software to design and represent product designs</p>	<p>Materials, refine, product design, software, product, Design, product, purpose, user, refine, progress, software, innovative, prototypes, cross-sectional, annotated, exploded diagrams, pattern pieces, analyse</p>
	<b>To take inspiration from design throughout history</b>	To identify great designers in all areas of study.	Identify some of the great designers in all of the	Design, explore, improvement, evaluate,



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		<p>To critique, evaluate and test ideas and products and the work of others.</p> <p>To understand how key events and individuals in DT have helped shape the world.</p>	<p>areas of study (including pioneers in horticultural techniques) to generate ideas for designs</p> <p>Improve upon existing designs giving reasons for choices</p> <p>Disassemble products to understand how they work</p>	<p>objects, products</p> <p>Horticultural, generate, disassemble, critique,,</p>
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