

## KPIs 2021-22 DT Curriculum

	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>KS1DTVocab Know some of the correct technical vocabulary for the projects they are undertaking including product, design, equipment, material, evaluate, mechanism, lever, wheel, axle, structure and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>LKS2DTVocab Know most of the correct technical vocabulary for the projects they are undertaking including: annotate, analyse, design criteria, realistic, purpose, accuracy, prototype, assemble, score, components, linkage mechanism, fixed and loose pivots, reinforcing and seam.</li> </ul>	<ul style="list-style-type: none"> <li>UKS2DTVocab Know most of the correct technical vocabulary for the projects they are undertaking including: innovative, design brief, design specification, survey, alternatives, utensils, modify, finishing techniques, impact, gears, pulleys and fabric patterns.</li> </ul>

Investigate	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1DTInvestigate1 Explore and evaluate a range of existing products to learn about their design and how they have been made.</li> </ul>	<ul style="list-style-type: none"> <li>• LKS2DTInvestigate1 Know about significant inventors and developers and how they improved life for others.</li> <li>• LKS2DTInvestigate2 Investigate and analyse a range of products relevant including sensory evaluations of food ingredients and record findings using simple drawings, annotations and charts.</li> </ul>	<ul style="list-style-type: none"> <li>• UKS2DTInvestigate1 Investigate how the work of individuals in design and technology has helped to shape the world.</li> <li>• UKS2DTInvestigate2 Generate innovative ideas through research (interviews, surveys and questionnaires) and discussions with peers and adults to develop a design brief and criteria for design specification.</li> <li>• UKS2DTInvestigate3 Investigate and analyse existing products and carry out and record (in tables/graphs/charts) sensory evaluations of a range of relevant products and ingredients.</li> </ul>
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Design	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1DTDesign1 Generate ideas and design functional and appealing products for a chosen user and purpose based on simple design criteria.</li> <li>• KS1DTDesign2 Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• LKS2DTDesign1 Generate and clarify realistic ideas and design criteria through discussion with peers and adults, focusing on the needs and purpose of the product.</li> <li>• LKS2DTDesign2 Develop ideas through analysis of existing products and produce annotated sketches, cross sectional diagrams and prototypes to model and communicate realistic ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• UKS2DTDesign1 Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose (as identified in the design specification), considering time, resources and cost.</li> <li>• UKS2DTDesign2 Develop model and communicate ideas through talking, annotated sketches, templates, mock ups prototypes and ICT.</li> <li>• UKS2DTDesign3 Plan what they have to do, including how to use materials, equipment and processes and suggest a sequence of actions and alternatives if needed.</li> </ul>
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<b>Make</b>	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1DTMake1 Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining, squeezing and chopping safely.</li> <li>• KS1DTMake2 Select from and use a range of materials and components (such as paper, card, plastic, textiles and wood) according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• LKS2DTMake1 Plan and order the main stages of making including selecting appropriate equipment.</li> <li>• LKS2DTMake2 Use appropriate tools and equipment with some accuracy (e.g. measure, mark out, cut, score, shape, assemble, join, peel, cutting, squeeze, grate and chop safely).</li> <li>• LKS2DTMake3 Select from and use materials and components including constructional materials and electrical components according to their functional properties and aesthetic qualities.</li> <li>• LKS2DTMake4 Select from and use finishing techniques (e.g. painting, fabric crayons, buttons, sequins, stitching or ribbons) suitable for the product they are creating.</li> </ul>	<ul style="list-style-type: none"> <li>• UKS2DTMake1 Competently select and use a range of appropriate utensils and equipment to estimate and accurately measure, mark-out, shape and join materials (allowing for movement).</li> <li>• UKS2DTMake2 Check work as it develops and modify as necessary.</li> <li>• UKS2DTMake3 Use finishing and decorating techniques appropriate to the product.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1DTEvaluate Evaluate their ideas and products against their own design criteria identifying the strengths and areas for improvement in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• LKS2DTEvaluate Evaluate their ideas and products against their own design criteria identifying the strengths and areas for improvement in their work using the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• UKS2DTEvaluate Critically evaluate their final product with reference to the design specification, considering the views of others and the impact of the product beyond their intended purpose (e.g. environmental impact).</li> </ul>

Subject	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• KS1DTFood1 Understand where a range of fruits and vegetables come from (e.g. farmed in Britain or abroad).</li> <li>• KS1DTFood2 Understand and use the basic principles of a healthy and varied diet to design and prepare dishes.</li> <li>• KS1DTFood3 Know how to prepare food safely and hygienically without using a heat source.</li> <li>• KS1DTMechanics Can make and use a mechanism (e.g. lever, slider, wheels and axles) in their products.</li> <li>• KS1DTStructure Can make a free-standing structure and knows how to make it stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• LKS2DTFood Know how to prepare and cook, safely and hygienically using a heat source.</li> <li>• LKS2DTMechanics Understand and use lever and linkage mechanisms distinguishing between fixed and loose pivots.</li> <li>• LKS2DTStructures Use reinforcing techniques to construct strong, stiff shell structures.</li> <li>• LKS2DTTextiles Carefully cut out and join at least two pieces of fabric together using appropriate seam allowances and patterns and templates for accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• UKS2DTFood1 Understand about seasonality in relation to food products and the source of different food products.</li> <li>• UKS2DTFood2 Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• UKS2DTMechanics Understand mechanical systems and how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>• UKS2DTStructure Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>• UKS2DTTextiles Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics and that fabrics can be strengthened stiffened and reinforced where appropriate.</li> <li>• UKS2DTElectrics Understand how electrical systems work and can be used in their products.</li> <li>• UKS2DTComputing Apply their understanding of computing to program, monitor and control their products.</li> </ul>
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