

Design Technology at Perryfields KS2

NC Links	Key Vocabulary	BLP Links	Personal Development	Cultural Capital
<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Design, purpose, purposeful, Function, research, inform, innovate, innovative, appealing, audience, user, consumer, functional, criteria, generate, develop, model, idea, talk, draw, template, trial and error, repeat, communication, information, plan, draft, edit, discussion, cross-sectional, diagrams, annotate, annotation, prototypes, patters.</p>	<p>Absorption, perseverance, imitation, planning, interdependence, capitalising, distilling.</p>	<p>Links with A Level students at Perryfields High School.</p> <p>Visitors to come in and show chn how to design something purposeful step by step.</p> <p>Design purposeful products with/for parents who come to visit for the morning/afternoon.</p>	<p>Exposure to design technology products through visits.</p> <p>Design and Technology day.</p> <p>Enrichment activities.</p> <p>Use of BBC Bitesize.</p> <p>Picture news if relevant.</p>
<p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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>Select, range, tools, equipment, perform, practical, cut, shape, join, finish, materials, accurate, accuracy, component, construct, textiles, ingredients, characteristics, apply, functional, properties, functional properties, aesthetic qualities, quality, aesthetic.</p>	<p>Absorption, perseverance, imitation, distilling, noticing, capitalising, interdependence, managing distractions.</p>	<p>Links with A Level students at Perryfields High School.</p> <p>Create purposeful products with/for parents who come to visit for the morning/afternoon.</p>	<p>Exposure to design technology products through visits.</p> <p>Design and Technology day.</p> <p>Enrichment activities.</p> <p>Use of BBC Bitesize.</p> <p>Picture news if relevant.</p>
<p><u>Evaluate</u> Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Explore, evaluate, products, ideas, design criteria, similarities, differences, opposing, compare, contrast, investigate, analyse, existing, views, opinions.</p>	<p>Making Links, Noticing, absorption, capitalising, interdependence, distilling.</p>	<p>Links with A Level students at Perryfields High School.</p>	<p>Exposure to design technology products through visits.</p> <p>Design and Technology day.</p> <p>Enrichment activities.</p> <p>Use of BBC Bitesize.</p> <p>Picture news if relevant.</p>

<p>Understand how key events and individuals in design and technology have helped shape the world</p>				
<p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Build, structures, explore, strength, strong, stiff, stable, sturdy, mechanisms, levers, sliders, wheels, axles, product, apply, understanding, complex, reinforce, mechanical, systems, linkages, cams, electrical, electricity, current, series circuits, incorporate, incorporating, switches, bulbs, buzzers, motors, wattage, voltage, program, monitor, control.</p>	<p>Making Links, Noticing, absorption, capitalising, interdependence, distilling, perseverance.</p>	<p>Links with A Level students at Perryfields High School.</p>	<p>Exposure to design technology products through visits.</p> <p>Design and Technology day.</p> <p>Enrichment activities.</p> <p>Use of BBC Bitesize.</p> <p>Picture news if relevant.</p>
<p>Cooking and Nutrition Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Healthy, varied, balanced, carbohydrates, fat, sugar, dairy, protein, calcium, rich, high, food groups, percentage, prepare, plan, make, cut, slice, chop, dice, knife, chopping board, clean, gather, collect, use, utensils, safety, hygiene, origin, originates, understand, apply, variety, savoury, sweet, techniques, seasonality, seasons, growth, reared, caught, grown, processed.</p>	<p>Absorption, perseverance, imitation, distilling, noticing, capitalising, interdependence, managing distractions.</p>	<p>Links with A level students at Perryfields High School.</p> <p>Watch cooking shows.</p> <p>Plan and act out their own cooking shows to a live audience (parents and carers).</p> <p>Record their own cooking show and publish on PurpleMash and/or the school blog.</p>	<p>Design and Technology day.</p> <p>Enrichment activities.</p> <p>Use of BBC Bitesize.</p> <p>Picture news if relevant.</p>

Vocabulary:

Key vocabulary from unit to be displayed on Art/DT board; refer to it regularly where possible.

BLP:

Many BLP skills link to learning, such as absorption, managing distractions and perseverance and therefore may appear in most thematic lessons. Depending on objective, BLP skills will apply and teachers to choose relevant BLP skills and display/discuss for each lesson.

Community:

Where possible, links are made to outside school that will enhance the children's and understanding of DT; children need to understand that DT is not the same as art. This may include visitors or parents.

Cultural Capital:

In order to prepare children for future success, we make links with our Design Technology topics to the real world and real life. Links with the high school and outside agencies to develop children's understanding of the importance of DT. Theme Days allow for this in more detail and in a creative way.