Holly Park Progression in DT Lower KS2

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| **Developing, Planning and Communicating Ideas** | **Evaluating** |
|  •Investigate similar products to the one to be made to give starting points for a design •Draw/sketch products to help analyse and understand how products are made •Think ahead about the order of their work and decide upon tools and materials •Plan a sequence of actions to make a product •Record the plan by drawing (labelled sketches) or writing •Develop more than one design or adaptation of an initial design •Propose realistic suggestions as to how they can achieve their design ideas •Add notes to drawings to help explanations | •Identify the strengths and weaknesses of their design ideas •Decide which design idea to develop •Consider and explain how the finished product could be improved •Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. |
| Materials and Components– Knowledge and Understanding |
| **Sheet Materials (Mechanisms)** | **Construction** | **Textiles** | **Food** |
| Cut slots •Cut internal shapes •Use lolly-sticks/card to make levers and linkages •Use linkages to make movement larger or more varied. •Use and explore complex pop-ups •Create nets | •Incorporate a circuit with a bulb or buzzer into a model •Create shell or frame structures, strengthen frames with diagonal struts •Make structures more stable by giving them a wide base •Prototype frame and shell structures •Measure and mark square selection, strip and dowel accordingly to1cm •Use glue-gun with close supervision(one to one) | Understand seam allowance •Join fabrics using running-stitch, over sewing, backstitch •Explore fastenings and recreate some e.g. sew on buttons and make loops •Prototype a product using J-cloths •Use appropriate decoration techniques e.g. appliqué (glued or simple stitches) •Create a simple pattern •Understand the need for patterns | •Develop sensory vocabulary/knowledge using, smell, taste, texture and feel •Analyse the taste, texture, smell and appearance of a range of foods •Follow instructions •Make healthy eating choices from and understanding of a balanced diet •Join and combine a range of ingredients e.g. snack-food •Work safely and hygienically •Measure and weigh ingredients appropriately |