

Subject: Design Technology Year 2

What are the aims and intentions:

- Design
 - design purposeful, functional, appealing products for themselves and other users based on design criteria
 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Make
 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate
 - explore and evaluate a range of existing products
 - evaluate their ideas and products against design criteria
- Technical knowledge
 - build structures, exploring how they can be made stronger, stiffer and more stable
 - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Links to Year 1 :

- healthy eating
- Levers and pulleys

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Mechanisms Wheels and axles	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups 	<ul style="list-style-type: none"> • I can identify what mechanism makes a toy or vehicle roll forwards • I know that in order for a wheel to move it must be attached to an axle • I can draw and label a diagram of an axle, wheel and axle holder • I know that a wheel needs an axle in order to move 	<p>What is a mechanism? How does it move? What is an axle? Can you share your design with a friend ? How can you improve your design?</p>

		<p>and, where appropriate, information and technology</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> • I can fix a design so that the wheel can move • I can use appropriate vocabulary to describe which parts are moving or not • I know what makes a wheel and an axle work • I can design a moving vehicle • I can label my design using appropriate vocabulary • I can make a wheel and axle mechanism • I can evaluate my design to make it even better 	
	Key Vocabulary	Axle, Axle holder ,Chassis, Dowel, Mechanism, Wheel		
		Cultural Capital:		
Spring	Textiles Templates and joining techniques	<p>Judge existing products on a simple scale. Use a graphics program to create a simple design. Work with support to cut out a fabric shape. Start to demonstrate how to create a basic stitch. Decorate a piece of fabric.</p>	<p>evaluate bunting. design my bunting flag use a paper template to help cut out a fabric shape. use a running stitch to join fabric. select fabrics that are suitable for decorating my bunting. join fabrics. evaluate my product.</p>	<p>What is a stitch? What is bunting and why is it used? Can you design ?</p>
	Key Vocabulary	Join, fabric, evaluate, create, stitch, judge		
		Cultural Capital: After school clubs , Bowes museum		
Summer	Food Preparing fruit and vegetables	<p>Know how to eat a healthy and varied diet.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare dishes. 	<p>understand where food comes from in the context of looking at different fruits and vegetables</p>	<p>What is a healthy / unheathly? What is a root vegetable? Can you follow the recipe?</p>

		<ul style="list-style-type: none"> • Follow a simple recipe with some guidance. <p>Work with close adult supervision to use measuring spoons, zesters and juicers to prepare dishes.</p> <ul style="list-style-type: none"> • Understand that some food is grown and some food is caught. 	<p>to explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables.</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>What is the difference between food caught and grown?</p>
	Key Vocabulary	Salad, vegetable, diet, healthy, unhealthy, cutlery, caught , grow, roots, recipe, , products		
		Cultural Capital: Taylor Shaw		