

# Year 2 Design and Technology Curriculum

## AUTUMN TERM

Project	Puppets: textiles
Design	<p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use their knowledge of <b>existing products</b> and their own experience to help generate their ideas;</li> <li>• design products that have a purpose and are <b>aimed at an intended user</b>;</li> <li>• explain how their products will look and work through talking and simple annotated drawings;</li> <li>• design models using simple computing software;</li> <li>• plan and test ideas using templates and mock-ups;</li> <li>• understand and follow simple design criteria;</li> <li>• work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul>
Make	<p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>• with support, follow a simple plan or recipe;</li> <li>• begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>• select from a range of materials, textiles and components according to their characteristics;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>• learn to use hand tools and equipment safely and appropriately</li> <li>• use a range of materials and components, including textiles</li> <li>• with help, measure and mark out;</li> <li>• cut, shape and score materials with some accuracy;</li> <li>• assemble, join and combine materials, components or ingredients;</li> <li>• demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>• manipulate fabrics in simple ways to create the desired effect;</li> <li>• use a basic running stitch;</li> <li>• cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> <li>• begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul>

<b>Evaluate</b>	<p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>● explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li><li>● explain positives and things to improve for existing products;</li><li>● explore what materials products are made from;</li><li>● talk about their design ideas and what they are making;</li><li>● as they work, start to identify strengths and possible changes they might make to refine their existing design;</li><li>● evaluate their products and ideas against their simple design criteria;</li><li>● start to understand that the iterative process sometimes involves repeating different stages of the process</li></ul>
<b>Technical Knowledge</b>	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>● build simple structures, exploring how they can be made stronger, stiffer and more stable;</li><li>● talk about and start to understand the simple working characteristics of materials and components;</li></ul> <p>explore and create products using mechanisms, such as levers, sliders and wheels.</p>

# SPRING TERM

Project	Sensational salads (Food)
Design	<p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>● explain where in the world different foods originate from;</li><li>● understand that all food comes from plants or animals;</li><li>● understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li><li>● name and sort foods into the five groups in the Eatwell Guide;</li><li>● understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li><li>● use what they know about the Eatwell Guide to design and prepare dishes.</li><li>● Understand a basic need for hygiene</li></ul>
Make	<p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>● explain where in the world different foods originate from;</li><li>● understand that all food comes from plants or animals;</li><li>● understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li><li>● name and sort foods into the five groups in the Eatwell Guide;</li><li>● understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li><li>● learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li></ul> <p>use what they know about the Eatwell Guide to design and prepare dishes.</p>
Evaluate	<p>Children can evaluate end product after first coming up with a design criteria. Children could use a star rating if many products are cooked baked etc.</p>

# SUMMER TERM

Project	Moving vehicles
Design	<p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use their knowledge of <b>existing products</b> and their own experience to help generate their ideas;</li> <li>• design products that have a purpose and are <b>aimed at an intended user</b>;</li> <li>• explain how their products will look and work through talking and simple annotated drawings;</li> <li>• design models using simple computing software;</li> <li>• plan and test ideas using templates and mock-ups;</li> <li>• understand and follow simple design criteria;</li> <li>• work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul>
Make	<p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>• with support, follow a simple plan or recipe;</li> <li>• begin to select from a range of hand tools and equipment, such as scissors,</li> <li>• select from a range of materials, textiles and components according to their characteristics;</li> <li>• Practical skills and techniques</li> <li>• learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>• use a range of materials and components, including textiles and food ingredients;</li> <li>• with help, measure and mark out;</li> <li>• cut, shape and score materials with some accuracy;</li> <li>• assemble, join and combine materials, components or ingredients;</li> <li>• demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>• manipulate fabrics in simple ways to create the desired effect;</li> <li>• cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> <li>• begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul>
Evaluate	<p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>• explain positives and things to improve for existing products;</li> </ul>

	<ul style="list-style-type: none"><li>• explore what materials products are made from;</li><li>• talk about their design ideas and what they are making;</li><li>• as they work, start to identify strengths and possible changes they might make to refine their existing design;</li><li>• evaluate their products and ideas against their simple design criteria;</li><li>• start to understand that the iterative process sometimes involves repeating different stages of the process</li></ul>
Technical Knowledge	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>• build simple structures, exploring how they can be made stronger, stiffer and more stable;</li><li>• talk about and start to understand the simple working characteristics of materials and components;</li><li>• explore and create products using mechanisms, such as levers, sliders and wheels.</li></ul>