



<b>Autumn</b> <b>"London's Burning!"</b> <b>The Gunpowder Plot and the Great Fire of London</b>	<b>Spring</b> <b>China</b> <b>"From Dragons to Dim Sum"</b>	<b>Summer</b> <b>"Are we there yet?"</b> <b>Early travel pioneers and transport.</b>
Project Overview	Project Overview	Project Overview
<p>In this unit, the children will look at shell structures from the past, especially the half timbered homes from the Stuart and Tudor era. The children will then design their own half-timbered, wattle and daub house, drawing annotated diagrams to show the different features, especially considering how to make their original box- shell stronger and more sturdy. They will then discuss the materials and equipment needed in their pairs and then collect those materials. They will then practise their skills of measuring, cutting and joining materials with different equipment to make a frame/shell, and decorate accordingly. The aim is for the children to explore different ways of strengthening and stiffening structures e.g. corrugating, reinforcing with stuffed newspaper.</p>	<p>In this unit, the children will look at a range of Chinese meals and ingredients used in those dishes. They will create their own healthy hot meal and write out a recipe, including ingredients, equipment and write out ordered stages. They will then use focused practical tasks to practise using simple utensils to wash, grate, peel, slice, squeeze and make their meal (considering intolerances and allergies) to share with each other and the Reception class during the Chinese New Year celebrations. They will then evaluate using agreed criteria.</p>	<p>In this unit, the children will study the first wheeled vehicles and explore and evaluate a range of wheeled toys considering how the wheels move, how they are fixed on, etc. They will draw examples of wheeled products and label the main parts. The children will go on to use construction kits with wheels and axles learning how they are assembled. They will look at how to make axle holders and practise their skills of marking out, holding, cutting and joining. They will go on to design and make their own simple wheeled vehicle and then compete against each other to see which vehicle will roll the furthest down a ramp.</p>
Aspect and Focus	Aspect and Focus	Aspect and Focus
<p><b>Aspect:</b> Structures  <b>Focus:</b> Strengthening shell structures</p>	<p><b>Aspect:</b> Food and nutrition  <b>Focus:</b> Preparing a stir-fry meal to share with others</p>	<p><b>Aspect:</b> Mechanisms  <b>Focus:</b> Wheels and axles</p>
Outcome of DT Project	Outcome of DT Project	Outcome of DT Project

# Design Technology Learning Journeys

## Year 2



<p><b>Outcome:</b> Design and make a sturdy model half-timbered building.</p>	<p><b>Outcome:</b> Design and make a healthy traditional Chinese meal</p>	<p><b>Outcome:</b> Make a wheeled vehicle.</p>
<p><b>Main Focus for Skills Development</b></p>	<p><b>Main Focus for Skills Development</b></p>	<p><b>Main Focus for Skills Development</b></p>
<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Using different joining, cutting and finishing techniques with paper and card.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate simple design criteria collaboratively through discussion, focusing on the purpose of the product.</li> <li>Develop ideas and try these out their drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Select and use appropriate tools to measure, cut and join materials to make a frame/shell.</li> <li>Consider how to join materials and strengthen them.</li> <li>Use finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Investigate and evaluate a range of existing structures including the materials, components and techniques that have been used.</li> <li>Evaluate their own products against design criteria and the intended user and purpose.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Develop and use knowledge of how to construct strong, stiff shell</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Experience of traditional Chinese meals and their ingredients.</li> <li>Experience of cutting soft vegetables using appropriate utensils.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Design a recipe based on simple design criteria, explore the ingredients and equipment needed.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate, chop, fry and cook safely.</li> <li>Select from a range of ingredients to create a chosen product.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Taste and evaluate the finished meal.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Assembled vehicles with moving wheels using construction kits.</li> <li>Explored moving vehicles through play.</li> <li>Gained some experience of designing, making and evaluating products for a specified user and purpose.</li> <li>Developed some cutting, joining and finishing skills with card.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate initial ideas and simple design criteria through talking and using own experiences.</li> <li>Develop and communicate ideas through drawings and mock-ups.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas throughout and their products against original criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Explore and use wheels, axles and axle holders.</li> </ul>

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- Know and use technical vocabulary relevant to the project.