

Year 2 Design Technology Scheme of Work

Autumn – Vehicles (Mechanisms and Structures)

Learning Outcomes –

- To investigate a variety of vehicles and their uses and features.
- To investigate wheels, axles and chassis.
- To be able to investigate ways of creating and decorating the body of a vehicle.
- To be able to design a vehicle.
- To be able to make a vehicle based on a design.

To be able to evaluate a finished product.

Throughout the year

- State what products they are designing & making and say whether their products are for themselves or other users.
- Say how their products will work
- Use finishing techniques, including those from art and design
- Talk about their design ideas and what they are making and why
- Make simple judgements about their products and ideas against design criteria
- Model ideas by exploring materials, components and construction kits
- Suggest how their products could be improved
- Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products
- Begin to talk about what could make product better

Skills:	Design	Make	Evaluate	Technical Knowledge – Mechanisms/ Structures	Vocabulary
	• Have own ideas • Explain what I want to do • Research similar existing products	• Explain what I am making and why it fits the purpose • Make suggestions as to what I need to do next.	• Describe what went well, thinking about design criteria • Talk about what I would do differently	• Use levers or slides • Begin to understand how to use wheels and axles	➤ Wheels ➤ Transport ➤ Axle ➤ Chassis ➤ Move

Year 2 Design Technology Scheme of Work

	Describe design using pictures and words	- Join materials/components together in different ways - Describe which tools I'm using and why - Choose suitable materials and explain choices depending on characteristics	if I were to do it again and why	Build structures, exploring how they can be made stronger, stiffer and more stable	➤ Drive ➤ Function ➤ Investigate ➤ Features ➤ Power
Spring – Puppets (Textiles)					
Learning Outcomes – - To investigate a range of puppets and their features. - To be able to work with fabric to make a hand puppet. - To develop and practise sewing skills. - To be able to design a hand puppet. - To be able to follow a design to make a puppet. - To be able to evaluate a finished product.					
Throughout the year - State what products they are designing & making and say whether their products are for themselves or other users. - Say how their products will work - Use finishing techniques, including those from art and design - Talk about their design ideas and what they are making and why - Make simple judgements about their products and ideas against design criteria - Model ideas by exploring materials, components and construction kits					

Year 2 Design Technology Scheme of Work

- Suggest how their products could be improved
- Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products
- Begin to talk about what could make product better

Skills:	Design	Make	Evaluate	Technical Knowledge – Textiles	<u>Vocabulary</u>
	• Have own ideas and plan what to do next • Describe design using pictures, words, models, diagrams • Use knowledge of existing products to produce ideas • Explain what I want to do and describe how I may do it	• Make suggestions as to what I need to do next. • Join materials/components together in different ways • Measure, mark out, cut and shape materials and components, with support • Choose suitable materials and explain choices depending on characteristics • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	• Describe what went well, thinking about design criteria • Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion • Evaluate how good existing products are • Talk about what I would do differently if I were to do it again and why • Explore and evaluate a range of existing products	• Measure textiles • Join textiles together to make a product, and explain how I did it • Carefully cut textiles to produce accurate pieces • Explain choices of textile • Understand that a 3D textile structure can be made from two identical fabric shapes.	➤ Character ➤ Hand ➤ Felt ➤ Knot ➤ Features ➤ Investigate ➤ Sew ➤ Needle ➤ Template ➤ Thread

Year 2 Design Technology Scheme of Work

			Evaluate my ideas and products against design criteria.		
Summer – Perfect Pizzas (Food and Nutrition)					
Learning Outcomes – - To find out what the favourite pizzas in the class are. - To examine, describe and categorise a variety of bread-based products. - To examine, describe and categorise a variety of pizza toppings. - To design a balanced healthy pizza. To be able to make and evaluate a food product based on a design.					
Throughout the year - State what products they are designing & making and say whether their products are for themselves or other users. - Say how their products will work - Use finishing techniques, including those from art and design - Talk about their design ideas and what they are making and why - Make simple judgements about their products and ideas against design criteria - Model ideas by exploring materials, components and construction kits - Suggest how their products could be improved - Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products - Begin to talk about what could make product better					
Skills:	Design Have own ideas and plan what to do next	Make Explain what I am making	Evaluate	Technical Knowledge – Food & Nutrition	<u>Vocabulary</u> ➤ Design

Year 2 Design Technology Scheme of Work

	- Describe design using pictures, words, models, diagrams, begin to use ICT - Explain what I want to do and describe how I may do it	- Make suggestions as to what I need to do next. - Work safely and hygienically - 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	- Describe what went well, thinking about design criteria - Talk about what I would do differently if I were to do it again and why	- Explain hygiene and keep a hygienic kitchen - Describe properties of ingredients and importance of varied diet - Say where food comes from (animal, underground etc.) - Describe how food is farmed, home-grown, caught - Draw eat well plate; explain there are groups of food - Describe “five a day” - Cut, peel and grate with increasing confidence - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.	- Life-skill - Nutrition - Evaluate - Diet - Temperature - Cook - Healthy - Balanced - Chopping
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