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| **Design and Food Technology**  **Medium Term Planning** |
| **Year 2** |
| **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
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| **Autumn****Troll Swap – Textiles** |
| **Design Brief****User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| Timothy and Tabitha have swapped places! You must design and make your own troll so that you can go and find Tabitha in the troll world and bring her back to her mummy and daddy. Your troll must be messy and mucky, and a little bit scary! It must look bright and colourful like Timothy and have interesting shapes and patterns.  | 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic

Evaluate* evaluate their ideas and products against design criteria

Cooking and Nutrition* use the basic principles of a healthy and varied diet to prepare dishes
 | * Strong
* Appealing
* Join
* Thread
* Sew
* Stuff/fill
* Materials
* Assemble
 | * To be able to use basic sewing equipment safely and carefully.
* To be able to perform simple sewing stiches.
* To be able to thread a needle.
* To be able to design an appealing product.
* To create a product that fits the design brief.
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| **Spring****Great Fire of London – Mechanisms** |
| **Design Brief****User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |

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| Pudding Lane is on fire! The fire services have asked you to help them by designing and making a functional fire engine. Your design must include features of a fire engine and use axels to help your vehicle move. Can you help to save the day?  | 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* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
 | * Mechanism
* Slider
* Extending
* Axel
* Wheels
* Lever
 | * To research previous design models.
* To understand how to make a functional wheel.
* To understand how to make an extending ladder.
* To understand how to assemble materials effectively to make a strong and stable product.
* To choose the best materials to make a product look appealing.
* To use tools with care and precision.
* To create a product that fits the design brief.
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| **Summer****The Last Wolf – Food Technology** |
| **Design Brief****User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| The Last Wolf is all alone and getting a little bit peckish! Can you design and make a snack for the wolf to eat. Your design must be a balanced plate and look bright and tasty. How many different coloured ingredients can you use?  | 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
 | * Balanced plate
* Healthy
* Nutrition
* Carbohydrates
* Proteins
* Dairy
* Fruit and Vegetables
 | * Understanding the key components that make up a balanced plate.
* Prepare foods and work spaces using correct hygiene practices.
* Cut safely and appropriately using the correct equipment and techniques.
* Understand the main food groups that make a balanced plate.
* To create a product that fits the design brief.
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