

Design & Technology – Year 2 - Autumn Term – Design & Create their own Musical Instrument

Mechanical

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
<p>Key stage 1 Pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Cooking</p>	1	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	Generate ideas by drawing on their own and other people's experiences	<p>Discuss/Explore Different Musical Instruments</p> <p>How do they work?</p> <p>How are they fit for purpose?</p> <p>Identify Intended User & Purpose</p>
	2-3	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	Generate ideas by drawing on their own and other people's experiences	<p>Explore different ways of creating a musical instrument.</p> <p>Rice in a cup</p> <p>Elastic Bands</p>
	4-5	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing,</p>	<p>Develop their design ideas through discussion, observation , drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p>	<p>Designs</p> <p>Equipment – Identify Purpose Aesthetically or Functionality</p>

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<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>		<p>templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Make simple drawings and label parts</p> <p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Identify simple design criteria</p>	<p>Materials</p> <p>Techniques</p> <p>Skills Developed from Year 1</p> <p>Joining Techniques</p>
	6-7	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Choose and use appropriate finishing techniques</p>	<p>Create Product</p> <p>Measure & Cut Out Accurately</p> <p>Assemble Product Independently</p>
	8	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Evaluation</p> <p>Identification of Skill Improvement</p> <p>Carrying out Investigation to prove product is fit for purpose.</p>

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Design & Technology – Year 2 – Spring Term – Design & Create a Finger Puppet (Based on Topic)

Sewing

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
<p>Key stage 1 Pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>	1	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	Generate ideas by drawing on their own and other people's experiences	<p>Discuss Different Puppets</p> <p>Evaluate Each One – What Makes them Effective?</p> <p>Create Design Criteria</p> <p>Create Intended User & Purpose</p>
	2-3	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	Generate ideas by drawing on their own and other people's experiences	<p>Model Simple Sewing Techniques</p> <p>Basting Stitch</p> <p>Allow Children to Practise Different Sewing Techniques Depending on their Ability.</p>

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<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Cooking</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>		Exploring how they can be made stronger, stiffer and more stable		
	4-5	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p> <p>Begin to select tools and materials; use vocab' to name and describe them</p>	<p>Plan/Design</p> <p>Labelled Drawing From Different Angles</p> <p>Identify Potential Issues</p> <p>Identify Materials Needed</p> <p>Identify Tools Needed – What function will they support?</p>
	6-8	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p>	<p>Create Finger Puppet</p> <p>Must have Two Elements of Sewing</p> <p>LA – Support through punching hole in Material Template</p>
	9	Explore and evaluate a range of existing products	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Evaluate</p> <p>What went well?</p>

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		Evaluate their ideas and products against design criteria	Talk about their ideas, saying what they like and dislike about them	What needed improving? Survey to Support their Evaluation

Design & Technology – Year 2 – Summer Term – Design & Create Seaside Snacks

Cooking

National Curriculum	Week	NC - Coverage	Skills Taught	Activity Outline
<p>-Key stage 1 Pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	1-2	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	Generate ideas by drawing on their own and other people's experiences	<p>Discuss Different Seaside Snacks</p> <p>Discussion of Healthy Alternatives</p> <p>Discussion of Practicality of Seaside Snacks</p> <p>Where does Different Foods Come From?</p> <p>Identify Design Criteria</p> <p>Identify Intended User & Purpose</p>
<p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>	3-4	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Develop their design ideas through discussion, observation , drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>Plan/Design Seaside Snacks</p> <p>Identify Tools/Equipment</p> <p>Identify Techniques</p> <p>Identify Ingredients</p> <p>Identify Key Hygiene Procedures</p>

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<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>		<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>		
<p>Cooking</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>5</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Follow safe procedures for food safety and hygiene</p> <p>Begin to select tools and materials; use vocab' to name and describe them</p>	<p>Write an Instructional Piece for Creating Seaside Snack</p>
	<p>6-7</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Use hand tools safely and appropriately</p> <p>Follow safe procedures for food safety and hygiene</p>	<p>Create Seaside Snack</p> <p>Teacher to Model Key Cutting/Joining Techniques</p> <p>Teacher to Discuss the Appealing Elements of their Product.</p> <p>How could we make sure it looks appealing?</p>
	<p>8</p>	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Evaluation</p> <p>Skills Developed</p> <p>Skills Needed to Develop</p> <p>Whole Class Questionnaire</p>

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