

Design Technology Key Learning Grid – Year 2



	Autumn	Spring	Summer
	Year 2 NC objectives	Year 2 NC objectives	Year 2 NC objectives
DT – Year 2	NC Statement <u>Design</u> ♣ 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 <u>Make</u> ♣ 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 <u>Evaluate</u> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ♣ build structures, exploring how they can be made stronger, stiffer and more stable	NC Statement <u>Design</u> ♣ 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 <u>Make</u> ♣ 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 <u>Evaluate</u> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	NC Statement <u>Design</u> ♣ 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 <u>Make</u> ♣ 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 <u>Evaluate</u> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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	Year 2 'Key Learning'	Year 2 'Key Learning'	Year 2 'Key Learning'
	<u>Cooking and nutrition</u> <u>Design- a healthy wrap</u> • Designing three wrap ideas based on a food combination which work well together and contain balanced food groups <u>Make-a healthy wrap</u> • Chopping foods safely to make a wrap. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting. • Constructing a wrap that meets a design brief. <u>Evaluate- a healthy wrap</u> • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating food by giving a score. <u>Knowledge</u>	<u>Mechanisms</u> <u>Design- a moving monster</u> • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. <u>Make – a moving monster</u> • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. <u>Evaluate- a moving monster</u> • Evaluating own designs against design criteria. • Using peer feedback to modify a final design. <u>Knowledge</u> • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working.	<u>Textiles</u> <u>Design- a puppet</u> • Designing a puppet. <u>Make- a puppet</u> • Selecting and cutting fabrics for sewing. • Decorating a puppet using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template and attaching to the paper mâché head. <u>Evaluate- a puppet</u> • Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why. <u>Knowledge</u> • To know that sewing is a method of joining fabric.

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	• To know that 'diet' means the food and drink that a person or animal usually eats. • To know what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To know that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe. • To know how to cut, grate, snip and spread to prepare foods. • To know how to review and give a score to evaluate.	• To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.	• To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing
Vocabulary	appearance, balanced, carbohydrates, chopping board, combination, dairy, design brief, diet, evaluate, feel, grate, grater, menu, oils, proteins, review, scissors, smell, snip, spread, spreads	axle, design criteria, input, linkage, mechanical output, pivot, wheel, levers	decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template