

## Design and Technology – Year 2 - Long Term Plan

	National Curriculum Coverage	Assessment
Autumn	<p><b>A balanced diet – Cooking and nutrition</b></p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>	<p><b>Generating ideas - designing</b></p> <ul style="list-style-type: none"> <li>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</li> <li>Select new and materials, components, reclaimed materials and construction kits to build and create their products.</li> <li>Use simple finishing techniques suitable for the products they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Explore a range of existing products related to their design criteria.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p><b>Knowledge</b></p> <p><u>Food</u></p> <ul style="list-style-type: none"> <li>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat well plate.</li> <li>Know and use technical and sensory vocabulary relevant to the project.</li> </ul> <p><u>Mechanisms</u></p> <ul style="list-style-type: none"> <li>Explore and use sliders and levers.</li> <li>Understand that different mechanisms produce different types of movement.</li> </ul>
Spring	<p><b>Baby bear's chair – Structures</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	

<p>Summer</p>	<p><b>Moving monsters – Mechanisms</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><u>Structures</u></p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the topic</li> </ul>
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