



## Design and Technology Long Term Plan

Year 2	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences</li> <li>• Develop their design ideas through discussion, observation, drawing and modelling</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Identify simple design criteria</li> <li>• Make simple drawings and label parts</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product</li> <li>• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>• Choose and use appropriate finishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate against their design criteria</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Talk about their ideas, saying what they like and dislike about them</li> </ul>	<ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<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> <li>• Follow safe procedures for food safety and hygiene</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Can children select and name the tools needed to work the materials they are using?</li> <li>• Are ch able to select appropriate techniques explaining First.....Next.....Last....?</li> <li>• Can children explore ideas by rearranging materials and using kits to build examples?</li> <li>• Can ch use drawings to record ideas as they are developed, adding notes and orally discussing?</li> </ul>	<ul style="list-style-type: none"> <li>• Are children able to cut felt using a template and use a running stitch to join?</li> <li>• Are chn able to make prototype vehicles with construction kits?</li> <li>• Can children fold, tear and cut paper/card to make a pop-up book?</li> </ul>	<ul style="list-style-type: none"> <li>• Are children able to talk about their designs as they develop and identify good and bad points?</li> <li>• Can children discuss how closely their finished product meet their design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Are children able to explain what a fixed or free turning axle is?</li> <li>• Can children suggest the difference between hinges and linkages?</li> </ul>	<ul style="list-style-type: none"> <li>• Are ch able to measure and weigh food with support?</li> <li>• Can ch cut, peel, grate or chop a range of ingredients independently?</li> <li>• Are children able to explain how to work safely and hygienically?</li> </ul>

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Term	Content/unit/topic	Curriculum links	Key facts	Key vocab																				
Aut 1	Art Term (see Art LT plan)																							
Aut 2	<p><b>Kapow – Textiles: Pouches.</b> Design and make an autumn pouch.</p> 	<p>Toys. RE-Christmas traditions. Walk to St Margaret’s Church to see decorations.</p>	<ul style="list-style-type: none"> <li>• Select and cut fabrics for sewing.</li> <li>• Decorate a pouch using fabric glue or running stitch.</li> <li>• Thread a needle.</li> <li>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</li> <li>• Neatly pin and cut fabric using a template</li> </ul>	<table border="1"> <tr> <td>Accurate</td> <td>Neat, correct shape, size and pattern with no mistakes.</td> </tr> <tr> <td>Fabric</td> <td>A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.</td> </tr> <tr> <td>Knot</td> <td>A join made by tying two pieces of string or rope together.</td> </tr> <tr> <td>Pouch</td> <td>A small bag made to keep objects safe and to be carried easily.</td> </tr> <tr> <td>Running-stitch</td> <td>A simple style of sewing in a straight line with no overlapping.</td> </tr> <tr> <td>Sew</td> <td>To join or fasten by stitches made using a needle and thread.</td> </tr> <tr> <td>Shape</td> <td>The form of an object.</td> </tr> <tr> <td>Stencil</td> <td>A shape that you can draw around.</td> </tr> <tr> <td>Template</td> <td>A stencil which you use to help you draw a shape more easily on to different materials.</td> </tr> <tr> <td>Thimble</td> <td>A small metal cap to cover and protect your finger when sewing.</td> </tr> </table>	Accurate	Neat, correct shape, size and pattern with no mistakes.	Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.	Knot	A join made by tying two pieces of string or rope together.	Pouch	A small bag made to keep objects safe and to be carried easily.	Running-stitch	A simple style of sewing in a straight line with no overlapping.	Sew	To join or fasten by stitches made using a needle and thread.	Shape	The form of an object.	Stencil	A shape that you can draw around.	Template	A stencil which you use to help you draw a shape more easily on to different materials.	Thimble	A small metal cap to cover and protect your finger when sewing.
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Spring 1	<p><b>Kapow – A balanced diet: Wonderful Wraps-</b> Cooking and Nutrition</p> 	<p>Under the sea</p> <p>English topic – Instructions – The Disgusting Sandwich</p>	<ul style="list-style-type: none"> <li>• Designing a healthy wrap based on a food combination which will work well together</li> <li>• Slicing food safely using the bridge or claw grip</li> <li>• Constructing a wrap that meets a design brief</li> <li>• Describing the taste, texture and smell of fruit and vegetables</li> <li>• Taste testing food combinations and final products</li> <li>• Describing the information that should be included on a label</li> <li>• Evaluating which grip was most effective</li> </ul>	<p>Peel Slice Grate Chop Cut Hygiene Safety</p>																				

## Design and Technology Long Term Plan

Spring 2	Art Term (see Art LT plan)			
Summer 1	<p><b>Kapow – Mechanisms: Fairground wheel.</b></p> <p>To know that different materials have different properties and are therefore suitable for different uses</p> <p>To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder</p> <p>To know that it is important to test my design as I go along so that I can solve any problems that may occur</p>	<p>Seaside: Geography topic/Art</p> <p>Looking at a fairground wheel in Blackpool.</p>	<ul style="list-style-type: none"> <li>• Selecting a suitable linkage system to produce the desired motions</li> <li>• Designing a wheel, selecting appropriate materials based on their properties</li> <li>• Selecting materials according to their characteristics</li> <li>• Following a design brief evaluating different designs</li> <li>• Testing and adapting a design</li> </ul>	<p>Design</p> <p>Design criteria</p> <p>Wheel</p> <p>Ferris wheel</p> <p>Pods</p> <p>Axle</p> <p>Axle holder</p> <p>Frame</p> <p>Mechanism</p>
Summer 2	Art Term (see Art LT plan)			

