

Year 2 – Design & Technology Progression Curriculum Documents

Prior Learning	In Year 2	Future learning:	Key Vocabulary
<p>Designing</p> <ul style="list-style-type: none"> Children can make evaluative comments about existing products. Children can use pictures and words to show what I want to do. <p>Making:</p> <ul style="list-style-type: none"> Children can name, choose and use tools appropriately. Children can assemble and join materials and parts to make a model that reflects my ideas. Children can use scissors to cut along a straight or curved line accurately. Children can, with some support, join fabrics using simple running stitch. <p>Evaluating:</p> <p>Children can evaluate my own product against design criteria.</p>	<p>Designing:</p> <ul style="list-style-type: none"> 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. <p>Making:</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Evaluating:</p> <p>Identify what they could have done differently or how they could improve their work in future</p>	<p>Designing:</p> <ul style="list-style-type: none"> Children can identify qualities of a range of materials and suggest possible uses. Children can design a functional, appealing product that is fit for a stated purpose. Children can use words, labelled sketches and models to communicate realistic design ideas. <p>Making:</p> <ul style="list-style-type: none"> Children can select appropriate tools and techniques for making my product. Children can measure, cut, shape and join materials with some accuracy using a range of techniques. Children understand how to strengthen, stiffen and reinforce to create a stable structure. Children can use decorative techniques to enhance my product's appearance. <p>Evaluating:</p> <p>Children can evaluate their own and others' finished products against design criteria and suggest improvements.</p>	<p>Mechanisms</p> <p>Axle, fixed, free, design, make, cutting, joining, hacksaw, vice, dowel, body, cab, shaping.</p> <p>Construction and textiles:</p> <p>Pattern, mark out, decorate, running stitch, needle, fabric. Cut, fold, join, fix, weak, strong.</p> <p>Cooking:</p> <p>Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging.</p>

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Common Misconceptions: Doesn't understand terminology Lack of skills to complete a task Lack of understanding of how to use specific tools			Famous Designers: Marks Barkfield Architects- London Eye Mot, Hay & Anderson- London Bridge William Caxton		
Pedological Knowledge					
Cooking	Mechanisms	Construction	Textiles	Evaluating processes and products	Working with tools
Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Measure and weigh food items, non statutory measures e.g. spoons, cups.	Create hinges. Create simple pop ups. Investigate strengthening sheet materials. Join different materials appropriately e.g. glue and tape.	Select from a range of tools, techniques and materials provided by the teacher. Explain their choices. Know about simple mechanisms such as wheels and axles. Mark out materials to be cut using a template. Join different materials appropriately e.g. glue and tape. Cut strip wood/dowel using hacksaws under close supervision.	Join fabrics by using simple running stitch, glue, staples and tape. Decorate fabrics with buttons, beads, sequins, braids, ribbons.	Talk about their ideas, describe what they have done. State likes and dislikes. Start to identify what they could have differently and how they could improve their work.	
Key Questions Have you followed the design brief? What different joins have you learnt about? Can you explain what a pivot is? What design is the most stable? Which type of join secures the fabric? Have you included a balanced diet?			<ul style="list-style-type: none">• End of Unit Assessment:• London Eye- Mechanisms• Bridge- Pivots, levers & Linkages• Sliding story book- Mechanisms• Castle with moving drawbridge- Construction• Puppets- Textiles Afternoon Tea- Food		

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