

**Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: DESIGN TECHNOLOGY Year 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Bright Lights Big City	Festivals	Frozen	Australia	Growth	The Great Outdoors
<b>National Curriculum Learning Intentions</b>	Design - 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 Make - 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 Evaluate - explore and evaluate a range of existing products; evaluate their ideas and products against design criteria Technical Knowledge Pupils should be taught to: build structures, exploring how they can be made stronger, stiffer and more stable; explore and use mechanisms [for example, sliders, wheels and axles], in their products Cooking and Nutrition Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.					
<b>Design</b>	<ul style="list-style-type: none"> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for and say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> </ul>			<ul style="list-style-type: none"> <li>use simple design criteria to help develop their ideas</li> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> <li>model ideas by exploring materials, components and construction kits and by making templates.</li> </ul>		
<b>Make</b>	<ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment, explaining their choices</li> <li>follow procedures for safety and hygiene</li> </ul>			<ul style="list-style-type: none"> <li>use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> </ul>		
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>talk about their design ideas and what they are making</li> <li>make simple judgements about their products and ideas against design criteria</li> <li>suggest how their products could be improved/what products are and who the products are for</li> </ul>			<ul style="list-style-type: none"> <li>how products work</li> <li>how and where products are used and what materials products are made from</li> <li>what they like and dislike about products</li> </ul>		
<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>know about the simple working characteristics of materials and components</li> <li>know about the movement of simple mechanisms such as wheels and axles</li> </ul>			<ul style="list-style-type: none"> <li>that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>the correct technical vocabulary for the projects they are undertaking</li> </ul>		
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>that all food comes from plants or animals</li> <li>that food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>how to name and sort foods into the five groups in The eatwell plate</li> </ul>			<ul style="list-style-type: none"> <li>that everyone should eat at least five portions of fruit and vegetables every day</li> <li>how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>how to use techniques such as cutting, peeling and grating</li> </ul>		
<b>DT Units</b>	<b>AT1 LONDON FIRE ENGINES (AXLES &amp; WHEELS)</b>		<b>AT2 XMAS FABRIC DECORATIONS</b>		<b>SUMMER 2 Fruit Salad</b>	
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>recognise the positives about an existing product and any problems;</li> <li>draw a simple design and describe it.</li> <li>build strong structures.</li> </ul> to know about the movement of simple mechanisms such as wheels and axles		<ul style="list-style-type: none"> <li>Judge existing products on a simple scale.</li> <li>Work with support to cut out a fabric shape.</li> <li>Start to demonstrate how to create a basic stitch.</li> <li>Decorate a piece of fabric.</li> <li>Say what they like and dislike about the design of existing products.</li> <li>Demonstrate some accuracy when cutting around a fabric shape.</li> <li>Create a seam using a running stitch.</li> <li>Choose appropriate fabric to add decoration.</li> </ul>		<ul style="list-style-type: none"> <li>To use kitchen equipment such as knives, juicers, graters etc safely</li> <li>Understand that some food is grown and some food is caught.</li> <li>Follow a simple recipe.</li> <li>Work with some independence to correctly use zesters and juicers when preparing dishes.</li> <li>Understand that fruit and veg are grown in different places and that fish is caught in seas, rivers and lakes.</li> </ul>	
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>To discuss different materials and decide which will be useful for making my product.</li> <li>To design a new product that meets the design criteria.</li> <li>To select and use hacksaw and tools safely to make a product.</li> <li>To test a product and then evaluate it.</li> <li>To use my evaluations to make improvements to my product and then retest and evaluate it.</li> </ul>		<ul style="list-style-type: none"> <li>To evaluate existing products and design my own Xmas decoration.</li> <li>To use a cardboard template to help cut out a fabric shape.</li> <li>To use a running stitch to join fabric.</li> <li>To select fabrics that are suitable for decorating my decoration.</li> <li>To join fabrics.</li> <li>To evaluate my product and say what I like and dislike about my design</li> </ul>		<ul style="list-style-type: none"> <li>To name different fruits and vegetables.</li> <li>To explain where some food grows.</li> <li>To explain where different fruits come from.</li> <li>To explain why I need to eat fruit and vegetables.</li> <li>To explore and evaluate existing products.</li> <li>To prepare and make a healthy salad made from fruit.</li> <li>Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet.</li> </ul>	
<b>Vocabulary</b>	Evaluate, product, existing, materials, strong, design, test, stronger, stable, stiffer		Template, felt, skill, needle, thread, running stitch, seam, starting off, finishing off, materials, fabrics, join, select, properties, join, glue, staple, sew.		Evaluate, product, vegetable, root, salad, texture, smell, appearance, taste, hygiene, grate, mix, peel, chop, slice, protein, vitamins, minerals, peel, cut, fork safe, recipe	
<b>Resources</b>	wheels axles varied range of card cardboard boxes, hacksaw		Scissors,, Coloured felt Embroidery needles, Threads, scissors,, cotton. Glue, Mini staplers		A selection of fruit, some that grow below the ground and some that grow above. A selection of salads. Chopping boards, peelers, bowls, graters, safe knives.	

