

St Anne's C of E Primary School Curriculum Plan

Subject: Design and Technology

Year: 2

Term: Autumn



Unit: Making a moving monster (Mechanisms)



Vocabulary	Knowledge	Understanding	Skills
	What children will know	What children will understand	What children will be able to do
<p>design criteria – a set of rules to help you with your ideas and test their success.</p> <p>evaluation – when you look at the good and bad points of something and how to improve it.</p> <p>input – the energy that is used to start something working.</p> <p>linkage – lengths of material that are joined together by pivots, so that the links can move as part of a mechanism.</p> <p>mechanical – something that can move because several pieces work together like a machine.</p> <p>mechanism - a system of parts all working together.</p>	<p>That mechanisms are a collection of moving parts that work together as a machine to produce movement.</p> <p>That there is always an input and output in a mechanism.</p> <p>That an input is the energy that is used to start something working.</p> <p>That an output is the movement that happens as a result of the input.</p> <p>That a lever is something that turns on a pivot.</p> <p>That a linkage mechanism is made up of a series of levers.</p> <p>Some real-life objects that contain mechanisms.</p>	<p>Technical</p> <p>There are different types of mechanisms.</p> <p>The moving parts in a mechanism work together to produce movement.</p> <p>Why design criteria are important to help evaluate a product.</p> <p>The relationship between input and output.</p> <p>The applications of mechanisms in real life.</p> <p>That linkages for part of a mechanism.</p> <p>That pivots are used to join linkages and create movement.</p>	<p>Design</p> <p>Create class design criteria for a moving monster.</p> <p>Design a moving monster for a specific audience in accordance with the design criteria.</p> <p>Make</p> <p>Make linkages using card for levers and split pins for pivots.</p> <p>Experiment with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>Cut and assemble components neatly.</p> <p>Evaluate</p>

<p>output – the motion that happens as a result of starting the input.</p> <p>pivot – the central point, pin or shaft on which a mechanism turns or swings.</p> <p>survey – asking a group of people questions about something and using their answers to make improvements.</p>			<p>Evaluate pre-existing products to inform their own design.</p> <p>Evaluate their own designs against design criteria.</p> <p>Use peer feedback to modify a final design.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Design and Technology

Year: 2

Term: Spring



Unit: Baby Bears Chair (Structures)



Vocabulary	Knowledge	Understanding	Skills
	What children will know	What children will understand	What children will be able to do
<p>test – to find out if something works the way it should.</p> <p>stable – an object that doesn't easily topple over.</p> <p>strong – something that doesn't break easily.</p> <p>weak – something that breaks easily.</p> <p>function – how something works.</p> <p>man-made – made by people.</p> <p>mould – to form different shapes out of soft, squishy material.</p> <p>natural – found in nature.</p>	<p>That shapes and structures with wide, flat bases or legs are the most stable.</p> <p>That materials can be manipulated to improve strength and stiffness.</p> <p>That a structure is something which has been formed or made from parts.</p> <p>That a 'stable' structure is one which is firmly fixed and unlikely to change or move.</p> <p>That a 'strong' structure is one which does not break easily.</p> <p>That a 'stiff' structure or material is one which does not bend easily.</p>	<p>Technical</p> <p>To understand that the shape of a structure affects its strength.</p> <p>To understand structures are designed for a certain function.</p> <p>The difference between natural and man-made structures.</p> <p>The importance of selecting the right material to build a structure.</p> <p>That the shape and material of a structure will be influenced by its use.</p>	<p>Design</p> <p>Generate and communicate ideas using sketching and modelling.</p> <p>Learn about different types of structures, found in the natural world and in everyday objects.</p> <p>Make</p> <p>Make a structure according to design criteria.</p> <p>Create joints and structures from paper/card and tape.</p> <p>Build a strong and stiff structure by folding paper.</p> <p>Evaluate</p>

<p>stiff – a material or object that does not bend easily.</p> <p>structure – something that has been made and put together and can usually stand on its own.</p>	<p>That natural structures are those found in nature.</p> <p>That man-made structures are those made by people.</p>		<p>Evaluate pre-existing products to inform their own design.</p> <p>Explore the features of structures.</p> <p>Compare the stability of different shapes.</p> <p>Test the strength of own structures.</p> <p>Identify the weakest part of a structure.</p> <p>Evaluate the strength, stiffness and stability of own structure.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Design and Technology

Year: 2

Term: Summer



Unit: Healthy Wraps (Cooking and Nutrition)



Vocabulary	Knowledge	Understanding	Skills
	What children will know	What children will understand	What children will be able to do
<p>balanced – a healthy mixture of different kinds of food.</p> <p>diet – the types of food someone eats.</p> <p>evaluate – to study something carefully and decide if it is good or bad.</p> <p>feel – the way something seems when you touch it.</p> <p>grate – to break food into small, thin pieces.</p> <p>menu – a list of food or drinks that you can order.</p> <p>review – to give an opinion about something.</p>	<p>That 'diet' means the food and drink that a person or animal usually eats.</p> <p>That the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</p> <p>That 'ingredients' means the items in a mixture or recipe.</p>	<p>Technical</p> <p>Where food comes from.</p> <p>What makes a balanced diet.</p> <p>That I should eat a range of different foods from each food group, and roughly how much of each food group.</p> <p>The need for good hygiene when handling food.</p> <p>How to keep safe when using different equipment.</p> <p>The basic principles of a healthy and varied diet.</p>	<p>Design</p> <p>Design three wrap ideas based on a food combination which work well together.</p> <p>Make</p> <p>Chop foods safely to make a wrap.</p> <p>Construct a wrap that meets a design brief.</p> <p>Grate foods to make a wrap.</p> <p>Snip smaller foods instead of cutting.</p> <p>Evaluate</p> <p>Evaluate pre-existing products to inform their own design.</p>

<p>smell – information we detect about something using our nose.</p> <p>snip – to make small cuts with scissors.</p> <p>spread – to cover something with soft food.</p> <p>taste – the flavour of a food.</p>			<p>Describe the taste, texture and smell of fruit and vegetables.</p> <p>Taste test food combinations and final products.</p> <p>Describe the information that should be included on a label.</p> <p>Evaluate food by giving a score</p>
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