



Y2 Design and Technology Medium Term Plan

	Autumn 1	Spring 1	Summer 1
Topic	<i>London's Burning</i>	<i>To Infinity and Beyond</i>	<i>Let's Go on Holiday</i>
Unit of Work	Mechanisms: Wheels and Axles	Textiles: Templates and Joining Techniques	Cooking and Nutrition: Preparing Fruit and Vegetables
Vocabulary	vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials, used, design, make, evaluate, purpose, user, criteria, functional	names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality, mock-up, design brief, design criteria, make, evaluate, user, purpose, function	fruit and vegetable names, names of equipment and utensils, sensory, vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria

<p>I will know....</p>	<p>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</p> <p>I can develop and communicate ideas through drawings and mock-ups.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</p> <p>I can select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>I can explore and evaluate a range of products with wheels and axles.</p> <p>I can evaluate my ideas throughout and my products against original criteria.</p> <p>I can explore and use wheels, axles and axle holders.</p> <p>I can distinguish between fixed and freely moving axles.</p> <p>I know and use technical vocabulary relevant to the project.</p>	<p>I can design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>I can generate, develop, model and communicate my ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>I can select from and use textiles according to their characteristics.</p> <p>I can explore and evaluate a range of existing textile products relevant to the project being undertaken.</p> <p>I can evaluate my ideas throughout and my final products against original design criteria.</p> <p>I understand how simple 3-D textile products are made, using a template to create two identical shapes.</p>	<p>I can design appealing products for a particular user based on simple design criteria.</p> <p>I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>I can communicate my ideas through talk and drawings.</p> <p>I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>I can taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>I can evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>I understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p>
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