

## Year 2

### Design and Technology Scheme of Work

	Autumn	Spring	Summer
Design and Technology projects through which the skills are taught.	<b>Design, make and evaluate a wheeled vehicle.</b>  <b>Make a gingerbread man.</b>	<b>Design, make and evaluate a sewn hand puppet.</b>  <b>Explore and evaluate a range of existing product packaging, designing an environmentally friendly alternative.</b>	<b>Design, make and evaluate a structure to hold a weight.</b>  <b>Make a picnic snack.</b>
Skills	<b>Design, make and evaluate.</b>  I can design purposeful, functional, appealing products based on design criteria. I can explain my design through talking, drawing, templates and mock ups. I can select from and use a range of tools and equipment. I can explore and evaluate a range of existing products.	<b>Design, make and evaluate.</b>  I can design purposeful, functional appealing products based on design criteria. I can explain my design through talking, drawing, templates and mock ups. I can select from and use a range of tools and equipment. I can explore and evaluate a range of existing products.	<b>Design, make and evaluate.</b>  I can design purposeful, functional appealing products based on design criteria. I can explain my design through talking, drawing, templates and mock ups. I can select from and use a range of tools and equipment. I can explore and evaluate a range of existing products.

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	<p>I can evaluate my ideas and products against design criteria. I can suggest improvements to my design/model.</p> <p><b>Construction.</b></p> <p>I can mark out materials using a template. I can explain how a glue gun is used (by an adult).</p> <p><b>Materials</b></p> <p>I can cut along straight and curved lines. I can use tape and glue to create temporary joins, fixed joins and moving joins.</p> <p><b>Technical Knowledge</b></p> <p>I can explore and use mechanisms (such as levers, sliders, wheels and axles.) I can use these mechanisms in my design.</p> <p><b>Cooking and Nutrition.</b></p>	<p>I can evaluate my ideas and products against design criteria. I can suggest improvements to my design/model.</p> <p><b>Construction.</b></p> <p>I can mark out materials using a template.</p> <p><b>Materials</b></p> <p>I can cut along straight and curved lines.</p> <p><b>Textiles.</b></p> <p>I can use a template to cut out shapes. I can join fabrics using a running stitch.</p> <p><b>Technical Knowledge</b></p> <p>I can explore and evaluate a range of products and link to purpose. I can offer alternatives to current products, taking account of climate and impact.</p>	<p>I can evaluate my ideas and products against design criteria. I can suggest improvements to my design/model.</p> <p><b>Materials</b></p> <p>I can cut along straight and curved lines. I can use tape and glue to create temporary joins, fixed joins and moving joins.</p> <p><b>Technical Knowledge</b></p> <p>I can build structures exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Cooking and Nutrition.</b></p> <p>I know why I must wash my hands. I can use the right tools to cut, peel, grate and chop. I can find out where my food comes from.</p>
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	<p>I know why I must wash my hands.</p> <p>I can read a scale to measure and weigh out ingredients.</p>		<p>I can understand and use the basic principles of a healthy and varied diet.</p>
<p>Outcomes</p>	<p>Children to design, make and evaluate a junk wheeled vehicle which can move along, using wheels and axles.</p> <p>Children to weigh out and measure ingredients to make gingerbread men.</p>	<p>Children to design, make and evaluate a sewn fabric hand puppet.</p> <p>Children to explore and evaluate a range of existing product packaging, designing an environmentally friendly alternative piece of packaging.</p>	<p>Children work together in small groups to design, make and evaluate a structure which can hold different weights.</p> <p>Children will make picnic snacks using the correct tools.</p> <p>Children will know where these ingredients come from.</p>
<p>Key Knowledge Outcome</p>	<p>Children to have knowledge of a range of car manufacturers over time.</p> <p>Children to begin to understand the impact of packaging on the environment, particularly plastic.</p>		