

# Pudsey Bolton Royd Primary School Design & Technology Long-Term Plan

## Year 2

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>
<b>Enquiry Questions</b>		
	Can I create a functional moving vehicle?	
<b>Outcomes</b>		
	<p>Evaluate current vehicle mechanisms in products used today.</p> <p>Design their own fire cart vehicle with a functional mechanism.</p> <p>Make their product using tools to measure accurately.</p> <p>Evaluate their product against their design and suggest any improvements that could be made.</p>	
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
<b>Overview</b>		
	<p>The children will look at current moving vehicles and identify and investigate key mechanisms. They can use toy vehicles to look at mechanisms more closely. Furthermore, the children will investigate different joins of materials. They will draw a design of their own fire cart labelling it with materials (given from a list) and equipment they will use to measure with accuracy to the nearest cm. In making their fire cart, children will be able to use soft tape measures and rulers for accuracy. They will join materials with adhesives and create a functional chassis. Throughout their making process children will need to look closely at their design and discuss what steps they need to complete. Once their product is complete, children will need to evaluate it against their design and identify any improvements that could be made.</p>	
<b>Knowledge and/or Skills Covered</b>		
	Give a brief overview of their plans for design using some DT vocabulary.	

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	<p>Make comments about the function and purpose of their product, and it's personal appeal.          Devise a simple diagram          Begin to annotate and highlight digital designs          Precision level: rectangles are accurate (<i>e.g. corners don't curve outwards</i>); colouring-in is within the lines.          Start to volunteer comments about the design criteria while the construction process is ongoing.          Select materials that are supplied for them.          Tools: soft tape-measure.          Measure: To nearest cm, Scales in ones, twos, fives, tens (<i>where the numbers are given</i>).          Relate products to their design criteria.          Listen courteously to views that differ from their own.          Follow advice from adults or peers.</p>	
<b>National Curriculum Attainment Targets</b>		
	<p>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.          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.          Build structures, exploring how they can be made stronger, stiffer and more stable.          Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.          Explore and evaluate a range of existing products.          Evaluate their ideas and products against design criteria.</p>	
<b>Important Vocabulary</b>		
	<p>Construction, Model, Later, Earlier, Since, Object, At the same time as, Layer, Scale, Critique, Compare, Wheels, Axles.</p>	

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<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b>Enquiry Questions</b>		
Can I use a non-serrated knife? Can I use peelers and graters?		Can I make a sewn hand puppet?
<b>Outcomes</b>		
Design a healthy hot sandwich Make a healthy hot sandwich Evaluate how health the hot sandwich is		Evaluate current sewn puppets Design their own sewn puppet Make their own sewn hand puppet Evaluate their sewn puppet against their design
<b>Linked Texts</b>		
<b>Linked Experiences</b>		
<b>Overview</b>		
Children discuss what a healthy varied diet should include. They will go onto identify different ingredients they will use and where they come from. Children will use tools such as peelers and graters in the lesson to build on these motor skills discussing how to use them safely. At the end of the session, children will taste their meal and evaluate how they could make it healthy if they were to do it again.		Children investigate the use of current hand puppets and how they are made, looking at material, design and stitching. They will go on to use this evaluation to design their own puppet labelling with materials and stitches they will use to attach two pieces of material together. They will need to label any added materials used to design a face (where necessary). Children use tools to cut materials to a desired shape and sew materials together will stitch from their design. Children will spend time looking at each other's products. Once their product is complete, children will need to evaluate it against their design and identify any improvements that could be made.
<b>Knowledge and/or Skills Covered</b>		
Use knives with an 11-12cm non-serrated blade ( <i>supervised</i> ) Use peeler on apples Use grater for cheese Watch adults putting food in ovens and explain how to do this safely		Give a brief overview of their plans for design or cooking, using some DT vocabulary Make comments about the function and purpose of their product, and it's personal appeal Devise a simple diagram Begin to annotate and highlight digital designs Precision level: rectangles are accurate ( <i>e.g. corners don't curve outwards</i> ); colouring-in is within the lines Select materials that are supplied for them Relate products to their design criteria. Listen courteously to views that differ from their own. Follow advice from adults or peers.
<b>National Curriculum Attainment Targets</b>		

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<p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>		<p>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. 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. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>
<b>Important Vocabulary</b>		
<p>Seasoning, Diagonal, Varied, Prepare, Identify</p>		<p>Later, Earlier, Since, Period, Textile, Object, Style, Fashion, At the same time as, Monitor, Sew, Contrast, Scale, Critique, Compare</p>