

Design Technology Subject Overview



Year 2	National curriculum objectives	Skills	Key Questions	Suggested learning experiences	Vocabulary (Tier 2/3)
Autumn Heroes Food technology	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p>Chopping, peeling and grating food. Holding the food correctly. Holding the equipment to chop, slice and grate correctly.</p> <p>Using the equipment and moving it or the food in the correct direction to chop, slice or grate effectively.</p>	<p>Why is pizza not always healthy?</p> <p>What makes a good pizza?</p> <p>How can I make a pizza base?</p> <p>How can I make a healthy, nutritious pizza?</p>	<p>1. Where do you think food comes from? Go onto the farm and discuss the different animals and which food they are associated with. Make a list of the different food you can find on the farm (forest school idea). Discussion to include where eggs comes from and milk (goats). Are there any other animals which are linked to food you can think of which our school doesn't have?</p> <p>2. Linked with PSHRE of understanding the importance of a healthy diet. How could we educate others about the importance of diet on our health? Show different pizzas. Make a guess – which one do you think is the healthiest? Reveal the nutritional info for each pizza. Did you get it right? What makes this pizza the healthiest? Investigate different pizzas – look at the base, the toppings, the amount of cheese. Bullet point ideas based on pictures of pizzas. Create design criteria.</p> <p>3. Design and make a healthy pizza. Which ingredients will you need? What will you use as the base? Show different options on the flipchart. What will you use as the toppings? Show different options.</p>	<p>Tier 2</p> <p>Balanced diet</p> <p>Chop</p> <p>Grate</p> <p>Slice</p> <p>Healthy</p> <p>Food groups</p> <p>Vegetables</p> <p>Tier 3</p> <p>Safety</p> <p>Hygiene</p> <p>Design criteria</p> <p>Protein</p> <p>Evaluate</p> <p>Improve</p>

Design Technology Subject Overview



				<p>What equipment will you use – discuss how you would cut the vegetables, what you cut them on, what’s needed to grate the cheese, what you would need to cook the pizza. Draw a picture of your pizza and label the toppings and base.</p> <p>4. Practise skills of chopping, slicing, grating. What kind of food needs chopping/slicing/grating? Match the skill to the equipment. How can we do this safely? What’s our first step? Washing hands linked to good hygiene practise. Model how to chop/slice using a closed fist to hold the vegetables – peppers, mushrooms Model how to grate cheese. Add these onto pizza bases with tomato puree spread on top, adult to place them into the oven to cook.</p> <p>5. Evaluate the pizzas. Taste test – make a list of the things you liked and things you didn’t like – too much/not enough grated cheese, peppers chopped too finely, pizza too hot ect.</p>	
--	--	--	--	---	--

Design Technology Subject Overview



<p>Spring</p> <p>Our World</p> <p>Construction</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</p>	<p>Constructing – creating structures of hinges correctly. How cut the cardboard</p>	<p>What types of different houses do people live in around the world? What materials are different homes made of?</p>	<p>1. The pupils are sent a letter from someone in the jungle asking them to design a house. Show the children different pictures of different types of houses from around the world. What do they all have in common? (door, windows, roof, walls). Why? What do they need these for? What is different about them (discuss shape, colour, material).</p>	<p>Tier 2</p> <p>Hinge</p> <p>Slot</p> <p>Tab</p> <p>L-Brace</p> <p>Structure</p> <p>Bend</p>

Design Technology Subject Overview



	<p>shaping, joining and finishing].</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>correctly so it can be slotted together and interlocked correctly, finishing as a stable structure.</p> <p>How cut cardboard and bend cardboard correctly to create a hinge.</p> <p>How to do this in a safe environment.</p>	<p>How can we make the model of an exterior of a house?</p> <p>How will you make the different parts of a house?</p> <p>How will you join materials together?</p> <p>How will I make the model stable and rigid?</p> <p>How can I ensure that my model looks good?</p>	<p>Create a design criteria – make a list of what all houses from around have in common, what would you need to consider?</p> <p>2. What does the word structure mean? What part of the house needs to stand up and why? Show different pictures of different walls from houses around the world.</p> <p>Experiment – give out cardboard – can you create walls with them?</p> <p>Use cardboard and show different examples of how to join cardboard to create walls – teach the skill of creating Slots (interlocking cardboard) watch https://www.youtube.com/watch?v=5ehwpM230OM&ab_channel=JoAnneVogel</p> <p>Tabs (cutting out a tab and gluing to another piece to create a corner, a bit like how a 3D net joins) watch https://www.youtube.com/watch?v=HRmJ7yD3ZnE&ab_channel=JoAnneVogel</p> <p>L-Brace (folding to make a corner and gluing extra pieces in corner in the shape of an L) watch from 2.14 https://www.youtube.com/watch?v=P8RRJVOZnSA&ab_channel=EliseSchmidt Experiment which is the best skill to create a strong structure for the walls.</p> <p>3. What are hinges? Link to your body parts moving like a hinge (knee/elbow). Where could you find</p>	<p>Tier 3</p> <p>Stable</p> <p>Rigid</p> <p>Design criteria</p> <p>Joining</p> <p>Evaluate</p> <p>Improve</p> <p>Interlocking</p> <p>Exterior</p>
--	---	--	--	---	---

Design Technology Subject Overview



				<p>hinges? Show different pictures, how can this help us to create a house? (doors and windows need to open). What do you notice about the way hinges work? Show a door opening and shutting – discuss how this is happening. You would need to make sure one part is connected and it can bend. Teacher to model. Children to use paper and practise cutting out a shape of a door/window and bend to create a hinge.</p> <p>4. Look at different tree houses. Label on the board the different parts of the tree house (focus of structure and hinges). Children to design their own tree house and label it. What materials are they going to use? Which technique are they going to use to build the walls? Refer to their design criteria – have they included everything a house needs?</p> <p>5. Work in teams to create their tree house using a good structure for the walls and hinges which show doors and windows which can open using their design.</p> <p>6. Evaluate their treehouse. What went well? What would you improve? Discuss how well your skills went – slots/tabs/L-Brace. Discuss whether the hinges worked and the doors/windows could open and close. Discuss whether your design worked well.</p>	
--	--	--	--	---	--

Design Technology Subject Overview



<p>Summer</p> <p>The Seaside</p> <p>Textiles</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p>	<p>How to be able to knot correctly.</p> <p>How to create a running stitch correctly using the sewing needle in a safe way by holding it and the material correctly.</p>	<p>What different types of picnic blanket are there? What makes a good picnic blanket? How can we make the blanket comfortable? How do you sew to join materials? What decorations can you add to make your design attractive and appealing?</p>	<p>1. What is a picnic blanket? What is it used for? Look at different picnic blankets – what do they have in common? What makes them different? Create a design criteria for it, what does it need to have and why? ...it needs to be comfortable; it needs to look appealing, discuss the material it could be etc.</p> <p>2. Produce design of picnic blanket – think back to our design criteria last lesson. How can we make the picnic blanket comfortable? Which materials could we use? How could we make the picnic blanket appealing? What could we use? Different coloured fabric, sequins, buttons etc. Then discuss what you skill you would need to create it – sewing. What materials does this need? Create a design listing the equipment needed and 3 pictures of their picnic blanket – choose the best design to make.</p> <p>3. Practise sewing. Teach children how to create knots using laces. Can they knot on top of a knot? What does this do? Why would creating a bigger knot be better? Move onto practising how to sew by using the skill of threading – use boards with holes in to thread the laces in and out through the holes.</p> <p>4. Make the picnic blanket using the skills taught to sew with a needle and thread, using their design to add detail using their material chosen. Sew two pieces</p>	<p>Tier 2</p> <p>Sew</p> <p>Knot</p> <p>Join</p> <p>Thread</p> <p>Comfortable</p> <p>Appealing</p> <p>Material</p> <p>Fabric</p> <p>Tier 3</p> <p>Running stitch</p> <p>Design criteria</p> <p>Evaluate</p> <p>Improve</p>
---	--	--	--	---	--

Design Technology Subject Overview



	Evaluate their ideas and products against design criteria.			of fabric with stuffing inside and their design stitched on top. 5. Evaluate their picnic blanket. What went well? What would you improve? Discuss how well your skills went – knotting/sewing. Discuss whether the materials helped to make it look appealing/comfortable. Discuss whether your design worked well.	
--	--	--	--	---	--