

Design Technology in Year 2

Topics: Design and make a castle; Plan and make an Australian dish (food); Design and make a moving dinosaur; Design and create maps using felt

Design and make a castle

National Curriculum Statements:

Design:

- 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

Make:

- 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

Evaluate:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge:

- build structures, exploring how they can be made stronger, stiffer and more stable

Progression of Knowledge and Understanding for Year 2:

- Structures:
 - measure materials
 - describe some different characteristics of materials
 - join materials in different ways
 - use joining, rolling or folding to make it stronger
 - use own ideas to try to make product stronger

Progression of Skills for Year 2:

- Design:
 - have own ideas and plan what to do next
 - explain what I want to do and describe how I may do it
 - explain purpose of product, how it will work and how it will be suitable for the user
 - describe design using pictures, words, models, diagrams, begin to use ICT
 - design products for myself and others following design criteria
 - choose best tools and materials, and explain choices
 - use knowledge of existing products to produce ideas
- Make:
 - explain what I am making and why it fits the purpose
 - make suggestions as to what I need to do next.
 - join materials/components together in different ways
 - measure, mark out, cut and shape materials and components, with support.
 - describe which tools I'm using and why
 - choose suitable materials and explain choices depending on characteristics.
 - use finishing techniques to make product look good
 - work safely and hygienically
- Evaluate:

- describe what went well, thinking about design criteria
- talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion
- evaluate how good existing products are
- talk about what I would do differently if I were to do it again and why

Assessment Questions:

- Can they measure materials with some accuracy?
- Are they able to follow a simple set of design criteria (It needs to have...)
- Can they produce a simple 2d design?
- Can they join materials in different ways?
- Can they strengthen materials to make them stronger by rolling or folding?

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Plan and make an Australian dish (food)

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Make:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
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Evaluate:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Cooking and Nutrition:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Progression of Knowledge and Understanding for Year 2:

- Cooking and Nutrition:
 - explain hygiene and keep a hygienic kitchen
 - describe properties of ingredients and importance of varied diet
 - say where food comes from (animal, underground etc.)
 - describe how food is farmed, home-grown, caught
 - draw eat well plate; explain there are groups of food
 - describe “five a day”
 - cut, peel and grate with increasing confidence

Progression of Skills for Year 2:

- Design:
 - have own ideas and plan what to do next
 - explain what I want to do and describe how I may do it
 - design products for myself and others following design criteria
 - choose best tools and materials, and explain choices
 - use knowledge of existing products to produce ideas
- Make:
 - explain what I am making and why it fits the purpose
 - make suggestions as to what I need to do next.
 - describe which utensils I’m using and why
 - choose suitable ingredients and explain choices depending on characteristics.
 - use finishing techniques to make product look good
 - work safely and hygienically
- Evaluate:

- describe what went well, thinking about design criteria
- talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion
- evaluate how good existing products are
- talk about what I would do differently if I were to do it again and why

Assessment Questions:

- Can they select and use tools/utensils with care?
- Can they explain their choices of ingredients?
- Are they able to explain the groups each food comes from?
- Can they follow a simple step-by-step recipe?

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Design and make a moving dinosaur

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Make:

- 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

Evaluate:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge:

- 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

Progression of Knowledge and Understanding for Year 2:

- Structures:
 - measure materials
 - describe some different characteristics of materials
 - join materials in different ways
 - use joining, rolling or folding to make it stronger
 - use own ideas to try to make product stronger
- Mechanisms:
 - use levers or sliders
 - begin to understand how to use wheels and axles

Progression of Skills for Year 2:

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 - describe design using pictures, words, models, diagrams, begin to use ICT
 - design products for myself and others following design criteria
 - choose best tools and materials, and explain choices
 - use knowledge of existing products to produce ideas
- Make:
 - explain what I am making and why it fits the purpose
 - make suggestions as to what I need to do next.
 - join materials/components together in different ways
 - measure, mark out, cut and shape materials and components, with support.

- describe which tools I'm using and why
- choose suitable materials and explain choices depending on characteristics.
- use finishing techniques to make product look good
- work safely and hygienically
- Evaluate:
 - describe what went well, thinking about design criteria
 - talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion
 - evaluate how good existing products are
 - talk about what I would do differently if I were to do it again and why

Assessment Questions:

- Can they measure materials with some accuracy?
- Are they able to follow a simple set of design criteria (It needs to have...)
- Can they add movement to their model using pivots, sliders, simple hinge mechanisms, etc?
- Can they produce a simple 2d design?
- Can they join materials in different ways?
- Can they strengthen materials to make them stronger by rolling or folding?

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Evaluate:

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Progression of Knowledge and Understanding for Year 2:

- Textiles:
 - measure textiles
 - join textiles together to make a product, and explain how I did it
 - carefully cut textiles to produce accurate pieces
 - explain choices of textile
 - understand that a 3D textile structure can be made from two identical fabric shapes.

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used; express personal opinion

- evaluate how good existing products are
- talk about what I would do differently if I were to do it again and why