

# YEAR 2 DESIGN & TECHNOLOGY CURRICULUM FRAMEWORK



## Overview of Key Stage 1 Curriculum:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<b>STREET DETECTIVES</b>	<b>LAND AHOY</b>	<b>THE RAINFOREST</b>
<p><b>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</b></p> <p>Children make a mini-model of a house, shop or other building from their own community, using a range of small boxes (or from nets). They stick paper to box surfaces and draw features such as windows, bricks, tiles and doors using marker pens and felt tips.</p> <p><b>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</b></p> <p>Create an old-fashioned bakery, baking bread, cakes and biscuits. Have a tasting session and discuss how the items were made.</p> <p><b>Curriculum objective: DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design</b></p>	<p><b>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT E 2</b></p> <p>Work outdoors to make a rescue raft out of reclaimed materials or apparatus. Find out how many people they can fit on the rafter without falling off into shark-infested seas.</p> <p><b>DT TK 2 Explore and use mechanisms (e.g. levers. Sliders, wheels and axels), in their products.</b></p> <p>Play with a range of toy boats with moving parts. Investigate with a partner and explain how they work, giving an opinion on whether they work well or could be made better.</p> <p><b>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</b></p>	<p><b>DT CN 2 Understand where food comes from. DT M 1, 2</b></p> <p>Children observe, smell and taste raw honeycomb and a range of local honey in different flavours. Discuss the taste of each honey and decide which one they prefer.</p> <p><b>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT D 1; DT M 1; DT E 2</b></p> <p>Children use their knowledge of camouflage and warning colours to design and make a 3-D model of a minibeast.</p>

<p><b>criteria.</b></p> <p>Children make a variety of signs that could be placed around the local community to help people remember and inform them to take care of it.</p>	<p>We find out about lighthouses, looking at examples from Grace Darling’s time and modern lighthouses of today. They make their own lighthouse to steer ships away from rocky cliffs and dangerous coves using simple circuits to make them light up.</p> <p>DT E 2 Evaluate their ideas and products against design criteria Help to make a maritime museum in the classroom displaying all the artefacts made throughout the project.</p>	
<b>SPRING TERM 4</b>	<b>SUMMER TERM 5</b>	<b>SUMMER TERM 6</b>
<b>SCENTED GARDEN</b>	<b>MUCK, MESS AND MIXTURES</b>	<b>TOWERS, TUNNELS AND TURRETS</b>
<p><b>DT M 1 Select from and use a range of tools and equipment to perform practical tasks.</b> Play, explore and experiment in an outdoor ‘mud kitchen’. Use a range of kitchen utensils to grind, mix and colour mud, adding other garden ingredients such as gravel, leaves, berries and water to their concoctions.</p> <p><b>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</b> Participate in making scented play dough. Use a range of scents such as lavender, basil, rose oil and mint tea to add to the dough mix.</p> <p><b>DT E 2 Evaluate their ideas and products against design criteria</b></p>	<p><b>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</b> Children follow a recipe that involves melting ingredients to combine them, such as flapjacks or marshmallow crispy cakes. They predict which ingredients will melt and how the mixture will change when heated and then cooled.</p> <p><b>DT E 1 Explore and evaluate a range of existing products.</b> Children taste a range of food and drink from around the world and describe the flavours. Express an opinion on the different foods, recording key words to describe each one.</p> <p><b>DT CN 2 Understand where food comes from.</b> Children sort a range of foods in different ways to show</p>	<p><b>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</b> Build a model castle using construction materials or other recycled materials. Decorate the castle adding some typical castle features</p> <p><b>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable</b> Build a new tower for Rapunzel using a variety of construction materials. Explore different ways to make the tower secure using bases of different shapes and sizes.</p> <p><b>DT E 1 Explore and evaluate a range of existing products</b></p> <p><b>DT D 1 Design purposeful, functional and appealing products for themselves and other users based on</b></p>

<p><b>DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.</b></p> <p>Make maps and plans to design a fantasy garden, thinking about which plants and flowers they would grow there.</p>	<p>where they have come from. They explain how and why they have sorted the foods in this way.</p> <p><b>DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes.</b></p> <p>Children look at a range of pictures showing healthy and non-healthy meals from around the world. They sort the images into two groups: 'healthy meals' and 'Unhealthy meals'.</p>	<p><b>design criteria</b></p> <p><b>DT D 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups, and where appropriate information and communication technology</b></p> <p><b>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting s, shaping, joining and finishing)</b></p> <p><b>DT E 2 Evaluate their ideas and products against design criteria</b></p> <p>Write a formal evaluation of any of their project structures. Comment on what worked well, what could have been improved and what they have learned about building structures.</p>
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