

Cumwhinton School Curriculum - Design Technology Y2 SUM

Year 2	NC Content	<p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> ♣ 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 <p><u>Make</u></p> <ul style="list-style-type: none"> ♣ 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria ♣ 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. <p><u>Food and Nutrition</u></p> <ul style="list-style-type: none"> ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from
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Design Technology			
Design	Make	Evaluate	Technology Vocabulary
Mapping across the Year			
	AUTUMN	SPRING	SUMMMER
Design		Cooking and Nutrition To understand where food comes from.	To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make		To be able to use the basic principles of a healthy and varied diet to prepare dishes	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate		To evaluate own cooking - how could it be improved next time? How could the recipe be adapted?	To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria
Technology Vocabulary		To build structures, exploring how they can be made stronger, stiffer and more stable. To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Materials, stronger, stiffer, stable, sliders, explore, make, ideas, plan, moving, parts, lever, pivot, investigate, products, movement, design, slits, attach, stiffening, evaluate, structure, movement.	

CONCEPTUAL SCHOOL AMBITION DRIVERS			
	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

DT - SUMMER YEAR 2 HUMANITY - Equality			
	Design	Make	Evaluate
	NC	CUMWHINTON CURRICULUM	
Design	<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>Project focus - To make a pop-up book.</p> <p>Design</p> <p>Look at different pop up books and discuss how they are made. Let the children discuss their ideas.</p> <p>Use pop-up book resources as an example to share with them - 'Under the Ocean' by Anouck Boisrobert and 'The Colour Monsters'</p> <p>Use links on YouTube to support teaching:</p> <p>https://www.youtube.com/watch?v=wKoki1NGf5o</p> <p>https://www.youtube.com/watch?v=KCHmxJfXpBc</p> <p>https://www.youtube.com/watch?v=PWujGPb6mgo</p> <p>https://www.youtube.com/watch?v=U1EvDKWI948</p> <p>Children plan and design a pop-up book, thinking carefully about what they would like to add. Allow children to do as many plans as they may need and allow the children to make drafts before making their final pop-up book. Their drafts can all be kept in their file as evidence and for the children to evaluate against their final product.</p>	
Make	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</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>Give children the opportunity to discuss and decide which tools would be best to use to make their product. Thinking carefully about their plans and previous mocks.</p> <p>Children use a range of tools to create the pop up book by joining together a range of materials.</p> <p>Use the video links to support step by step instructions on how to make a pop up book:</p> <p>https://www.youtube.com/watch?v=U1EvDKWI948</p> <p>https://www.youtube.com/watch?v=wKoki1NGf5o</p>	
Evaluate	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Allow children to have time to look at their product they have designed and evaluate this against existing products and the design criteria, shared in the design period. The children could use the resources 'Under the Ocean' and 'The Colour Monster'.</p> <p>Give children time to explore how they could change their product to make it more stable etc.</p> <p>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,</p> <p>Allow chn to have the opportunity to us technical vocabulary. To explain how their product works and evaluate it.</p> <p>Investigate, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function, movement, mechanisms, stronger)</p>	