

## Cumwhinton School Curriculum - Design Technology Y2 SPR

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"> <li>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>♣ explore and evaluate a range of existing products</li> <li>♣ evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>♣ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><u>Food and Nutrition</u></p> <ul style="list-style-type: none"> <li>♣ use the basic principles of a healthy and varied diet to prepare dishes</li> <li>♣ understand where food comes from</li> </ul>
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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.	
Make		To be able to use the basic principles of a healthy and varied diet to prepare dishes	
Evaluate		To evaluate own cooking - how could it be improved next time? How could the recipe be adapted?	
Technology Vocabulary			

#### CONCEPTUAL SCHOOL AMBITION DRIVERS

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

DT - SPRING YEAR 2  
HUMANITY - Truth

Design

Make

Evaluate

Technology Vocabulary

NC		CUMWHINTON CURRICULUM
Design	To understand where food comes from.	Where does food come from? Look at food we grow/ produce in the uk. Chn to sort food grown in UK/ not UK. Look at food processes- Milk/ cheese.
Make	To be able to use the basic principles of a healthy and varied diet to prepare dishes	Eat well plate. Can chn name the different sections? Discuss each section of the plate. Looking at the differing amounts of each food group needed for a health/ balanced diet. Look at different salad/ pasta salad recipes. Can the chn identify the food used in the recipe? Where on the food plate does it fit? Share Phunky Food Pasta recipe. What ingredients are in the dish? Where do they come from? Have you tried any of the ingredients before? - Tasting different items from the pasta salad - tomato/feta etc.... Place the ingredients for the pasta salad onto the Eat well plate. Are all food groups included in the pasta salad? Follow recipe and make the pasta salad. Chn to try it and discuss/ review the recipe. How could they change the recipe/ ingredients to make their own pasta salad? What would you include? Why? Is it a balanced salad? Refer back to the Eat well plate. Chn to create their own adaptations to the pasta salad. Referring to eat well plate to ensure a balanced meal.
Evaluate		Evaluate own pasta salad. How did it taste? What did you like/ dislike? What food groups have you included in your salad? What would you change/ improve in the future?
Technology Vocabulary		Vocab - alternative, diet, balanced diet, evaluation, healthy, ingredient, nutrients, packaging, substitute, ix, chop, stir, boil.