

Design Technology Curriculum Overview

Year 2

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	Dips and Dippers	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>	<p>Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet. Design a new product that is appealing to themselves and others. Explore and evaluate existing products.</p>	<p>I can evaluate different dips. I can start to think about where different foods come from. I can explore different dippers and describe them. I can explain why I need to eat a balanced and variety of food groups to stay healthy. I can make dips and dippers. I can plan my own appealing dip and dipper and clearly show my ideas. I can follow my plan to make my own dip and dipper. I can evaluate my dip and dipper.</p>	<p>Balanced Variety Appealing Healthy Eatwell Guide Food groups Hazard Hygiene Originate Portions Prepare</p>

End of unit assessment

Working towards

Working at

Working above

2	Moving Pictures	<p>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.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>	<p>Evaluate how well a product works. Draw a simple design and add annotations. Make a picture which aims to have two moving mechanisms. Use design criteria to help guide the making and evaluation process.</p>	<p>I can explore and evaluate an existing product. I can use a mechanism in my product. I can make a lever and use it in my product. I can make a wheel mechanism and use it in my product. I can design a working product thinking about who it is for and what it needs. I can make decisions about my product design and use an annotated sketch to show them. I can use mechanisms to make a product. I can evaluate my product against design criteria.</p>	<p>Annotated drawings Mechanism Existing product Lever Intended User</p>
<u>Working towards</u>		<u>End of unit assessment</u>	<u>Working at</u>		<u>Working above</u>

3	Lego League	<p><u>Design</u> 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> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><u>Technical knowledge</u> 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><u>Designing</u> Start to generate own ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Develop their ideas through talk and drawings and label parts. Identify a target group for what they intend to design and make based on design criteria.</p> <p><u>Making</u> Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. Start to assemble, join and combine materials in order to make a product. Start to choose and use appropriate finishing techniques based on own ideas.</p>	<p><u>Design</u> I can start to generate my own ideas by drawing on my own and other people's experiences. I can begin to develop my design ideas through discussion, observation, drawing and modelling. I can identify a purpose for what I intend to design and make. I can develop my ideas through talk and drawings and label parts. I can identify a target group for what I intend to design and make based on design criteria.</p> <p><u>Make</u> I can begin to select tools and materials; use correct vocabulary to name and describe them. I can build structures, exploring how they can be made stronger, stiffer and more stable. I can start to assemble, join and combine materials in order to make a product. I can start to choose and use appropriate finishing techniques based on my own ideas.</p> <p><u>Evaluate</u> I can evaluate my work against my design criteria.</p>	Build Structures Mechanisms Conducted
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End of unit assessment

Working towards

Working at

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