

Year 2 – Autumn 1
Topic: Roots, Shoots, Buckets and Boots

[illegible]

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| <ul style="list-style-type: none">• Ask the children where these types of food come from.• Do they have a vegetable patch at home?• Have they ever been fruit/vegetable picking? | | |
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Design and Technology Scheme of Work

Year 2 – Autumn 2

Topic: Happily Ever After

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Moving Pictures – Illustrate a fairy tale story setting To draw on previous knowledge (year 1) – make templates as group and then decide which one they will make as final project – see previous scheme of work</p> <ul style="list-style-type: none"> Remind the children about their moving pictures from year 1 all about transport. If any examples were kept in school you could show the children as a reminder. Allow the children some exploration time looking at different pop-up books and moving books etc. Discuss with the children how the movement helps to bring the picture/story to life. Show the children examples of levers and sliding mechanisms in cards/books, discuss these. Demonstrate how to make a simple slider using card. Ask the children to then have a go at exploring making sliders using the ideas they have seen. Share their ideas with the class. Introduce the children to their ‘design brief’ (a moving picture for a fairy tale setting). Recap what they have previously learnt about mechanisms, sliders and levers, thinking about how they work etc. The children will then plan and design their own moving story setting. Discuss the idea of trying their moving parts out first as a ‘mock up’ or template, using scrap card. Explain the importance of trying out their designs first. Once they have finally decided how their pictures will be moving etc. they can begin to design the background for their moving picture. Allowing the children to embed their slider/ lever into their story setting. Showcase the children’s work for all to see in the classroom. The children will then evaluate their moving picture project. They will need to think about how their product could be 	<p>Children will try out and explore a variety of levers and sliders. Use knowledge of own experiences and that of existing products to help come up with ideas Children will have thought about and explored simple mechanisms such as levers and sliders. They will have created a mock up slider before their final picture. They will be able to select from a range of tools and components according to their design and moving picture and explain their choices.</p>	<p>Movement, slider, picture, pull, slide, lever What are you going to make move across your picture? How are you going to make this happen?</p>
		<p style="text-align: center;">Assessment Opportunities</p>
		<p>Are they able to create a mock up? Are they able to create their own moving picture by following a design brief?</p>
		<p style="text-align: center;">Resources</p> <p style="text-align: center;">Card Scissors Sellotape Glue</p>

improved and why they would improve it. Think about what they think worked well with their project.		
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Design and Technology Scheme of Work

Year 2 – Spring 1

Topic: London's Burning

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Bread Roll – linked to the Great Fire of London</p> <ul style="list-style-type: none"> To introduce the children to a recipe, talk about the features of a recipe and what they need to look for etc. Go through the ingredients with the children getting them to check you have everything on the list. Discuss where certain ingredients come from e.g. flour. Begin working way through the method allowing the children to have a go where possible. It is important to allow the children as much practical experience as possible and you feel safe to allow (to be made in an adult focused group). Adult to put the bread rolls in the oven. Once they are out and cooled down, children are to try them, thinking about how they taste etc. (Bread rolls could also be sent home if you do not have enough time). <p>House for burning on fire – Great Fire of London</p> <ul style="list-style-type: none"> Look at houses and buildings from the period of the Great Fire of London. Talk about what the buildings are made out of, what they look like etc. Children will work with a partner/ small group in order to design a house which will later be burnt on fire. They will need to look at pictures of house from 1666. They will create a group plan of what their 1666 house will look like, labelling the materials they require. They will be able to explain choices of material etc. Following their plans groups will work together to bring their plan to life using junk modelling etc. 	<p>Children will know how to use different techniques such as kneading. They will begin to understand where food comes from e.g. flour</p> <p>They will be able to describe what their product is for, how the product will work and use simple design criteria to develop ideas. Children will be able to build structures knowing how they could be made stronger, stiffer and more stable. They be able to measure, mark out, cut and shape materials and components. They will use a range of materials, components and use a range of tools and equipment.</p>	<p>Kneading, dough, roll, mix Where does flour come from? How do you think they used to cook bread rolls during the period of The Great Fire of London? What has changed? What do you notice about the houses? What do they look like? What are they made out of?</p>
		Assessment Opportunities
		<p>Are they able to follow a recipe? Are they able to use different/ appropriate techniques? Are they able to work together? Can they follow design criteria? Are they able to create a sturdy structure? Can they evaluate own design/product?</p>
		Resources
		<p>Mixing bowl Scales Wooden spoon Baking tray Measuring jug Sieve Junk modelling Glue Scissors Cello tape Materials</p>

<ul style="list-style-type: none"> • Each group will share their design with the class discussing: how well are they made? Are they sturdy? How do they look? • Children will then evaluate their own house. Written evaluation should include what went well and what could have been better next time. • Houses will be burnt on fire just as house burnt in the Great Fire of London. 	<p>They will be able to assemble, join and combine materials and components in order to create their house design.</p> <p>Children will make simple judgements about own design and suggest how their products can be improved and why they would improve it.</p>	
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Design and Technology Scheme of Work

Year 2 – Spring 2
Topic: Fire and Fantasy

Activities	Intended Outcomes	Key Vocabulary and Questions
Healthy eating – designing a plate <ul style="list-style-type: none">Children to recap the different food groups.To have a go at grouping/sorting foods accordingly.Children to then create/design their own healthy eating food plate.	Children will be able to understand the importance of eating 5 a day. Children will also be able to name and sort foods into the 5 different food groups.	Healthy, carbohydrates, protein, fat, fibre, fruit and vegetables
		Assessment Opportunities
		Does the child understand the importance of healthy diet? Can the child name the 5 food groups and give an example of a food in that group?
		Resources

Year 2 – Summer 1
Topic: Captivating Creatures and Where to Find Them

Topic: Captivating Creatures and Where to Find Them

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Animal Biscuit</p> <ul style="list-style-type: none">• To introduce the children to the recipe, talk about the features of a recipe and what they need to look for etc.• Go through the ingredients with the children getting them to check you have everything on the list. Discuss where certain ingredients come from e.g. flour.• Begin working way through the method allowing the children to have a go as much as possible. It is important to allow the children as much practical experience as possible and you feel safe to allow (to be made in an adult focused group).• Adult to put the animal biscuits in the oven.• Once they are out and cooled down, children are to try them, thinking about how they taste etc.	<p>Children will be able to work mostly independently following a recipe. Children will use different techniques such as cutting and grating.</p> <p>They will begin to understand where food comes from e.g. cheese – cow</p> <p>They will be able to prepare the food safely and hygienically.</p>	<p>Recipe, ingredients, method, mix, taste</p>
		<p>Assessment Opportunities</p> <p>Can the children tell you where some of the ingredients come from?</p> <p>Are they able to try different techniques e.g. grating.</p>
<p>Animal Habitat</p> <ul style="list-style-type: none">• Children will learn about Animals and their habitats.• Children to then work with a partner/small group to design their own animal habitat using their knowledge about what should be included and what the animal needs etc.• Once the children have created a design, they will need to make their animal habitat with their partner/group.• They will need time to gather the materials they need to create their habitat.• They will then follow their design to bring their animal habitat to life.		<p>Describe what their product is for, how the product will work and use simple design criteria to develop ideas.</p> <p>Develop and communicate their ideas by talking and drawing.</p> <p>They will select from a range of tools, materials and components according to their characteristics. They will be able explain their choices.</p>

Design and Technology Scheme of Work

Year 2 – Summer 2

Topic: I Do Like to be Beside the Seaside

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;">Bathing Machine</p> <ul style="list-style-type: none"> Children will begin by exploring lots of pictures of bathing machines and develop an understanding of what they were etc. Children will then pair up with a peer to design their own bathing machine (which they will later make). Each pair will create a design/plan using their knowledge of the bathing machines. Children will then make their bathing machines following their design carefully and fully. The children should all be using axles and wheels in order to make their bathing machine move. Once they have finished making their bathing machines, each pair could share with the rest of the class their model. Discuss what went well and what could be even better next time. Each individual child to complete a written evaluation of the project. 	<p>They will be able to describe what their product is for, how the product will work and use simple design criteria to develop ideas.</p> <p>Children will be able to build structures knowing how they could be made stronger, stiffer and more stable.</p> <p>They be able to measure, mark out, cut and shape materials and components.</p> <p>They will use a range of materials, components and use a range of tools and equipment.</p> <p>They will be able to assemble, join and combine materials and components in order to create their house design.</p> <p>They will be able to explore the use of mechanisms in order to create movement e.g. the wheels.</p> <p>Children will make simple judgements about own design and suggest how their products can be improved and why they would improve it.</p>	<p>Axles, wheels, bathing machine, movement</p> <p>How can we get the bathing machine to move?</p> <p>What can you use to make the model stronger?</p>
		Assessment Opportunities
		<p>Is the child able to work well with a partner?</p> <p>Can the child follow a design?</p> <p>Is the child able to use axles and wheels in order to make the bathing machine move?</p>
		Resources
		<p>Card</p> <p>Axles</p> <p>Wheels</p> <p>Scissors</p> <p>Glue</p> <p>Sellotape/masking tape</p>