

## Design & Technology

YEAR 2	AUTUMN FOCUS	SPRING FOCUS	SUMMER FOCUS
	<p><b>Topic: Fire Fire!</b> Design &amp; Technology – Moving Vehicles</p> <p><b>VISIT/TRIP:</b> Whipsnade Zoo (Science) WOW day: glass jars, mashcam portraits, baking bread rolls. WOW day: festival of lights (Diwali, bonfire night)</p> <p><b>DISPLAY:</b> Festival of lights (Diwali, bonfire night) Ideas board</p> <p><b>FINAL PRODUCT:</b> Moving vehicles (D&amp;T)</p> <p><b>Opportunities for Exploring Diversity:</b> Diwali: clay Diya lamps, Rangoli patterns,</p>	<p><b>Topic: Intrepid Travellers</b> Design &amp; Technology – Healthy Eating: Fruit Salad / Fruit Kebabs</p> <p><b>VISIT/TRIP:</b> Florence Nightingale / Mary Seacole workshop in school WOW day: Jamaican carnival and Easter celebration WOW day: Chinese New Year</p> <p><b>DISPLAY:</b> Dancing lady artwork Healthy eating</p> <p><b>FINAL PRODUCT:</b> Fruit salad / fruit kebab</p> <p><b>Opportunities for Exploring Diversity:</b> Case study: Jamaica, life of Mary Seacole, Jamaican food, Jamaican carnival celebration. Chinese New Year (Story Telling) World Book Day.</p>	<p><b>Topic: Oh I Do Like To Be Beside The Seaside</b> Design &amp; Technology – Puppets</p> <p><b>VISIT/TRIP:</b> Puppet workshop in school - Adrienne (Press Puppets) Southend Beach and Aquatic Center</p> <p><b>DISPLAY:</b> Seaside Then and Now Puppet show and display</p> <p><b>FINAL PRODUCT:</b> Hand sewn puppet (D&amp;T)</p> <p><b>Opportunities for Exploring Diversity:</b> History of the circus: Pablo Fanque.</p>
<b>Artist/Texts/websites</b>	<p>Rosie Revere Engineer - Andrea Beaty</p> <p>What do wheels and cranks do? - David Glover</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-axles/zmhfvk7">https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-axles/zmhfvk7</a></p>	<p>A fruit is a suitcase for seeds - Jean Richards</p> <p>Oliver’s Fruit Salad - Vivian French</p> <p><a href="#">The 'Five a Day' song - eating fruit and vegetables - KS1 PSHE and Citizenship - BBC Bitesize</a></p> <p><a href="#">Fruit &amp; vegetables for health lesson plan / RHS Campaign for School Gardening</a></p> <p><a href="#">Show younger children why eating their fruit and veg is good for them - YouTube</a></p> <p><a href="http://www.wikihow.com/Prepare-Fruit-and-Vegetables">http://www.wikihow.com/Prepare-Fruit-and-Vegetables</a></p>	<p><a href="#">Textiles: Puppets - Kapow Primary</a></p> <p>Hand Puppets <a href="#">traditional tales puppet show - YouTube</a></p> <p>Shadow Puppets <a href="https://www.bbc.co.uk/bitesize/clips/zkqw2hv">https://www.bbc.co.uk/bitesize/clips/zkqw2hv</a></p> <p>Hand Puppets - How to use and make them - Laura Ross</p>
<b>Skills</b>	<p><b>NC POS DESIGN &amp; TECHNOLOGY:</b></p> <p>Design</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><b>NC POS DESIGN &amp; TECHNOLOGY:</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<p><b>NC POS DESIGN &amp; TECHNOLOGY:</b></p> <p>Design</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>Make</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>Evaluate</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, <b>wheels and axles</b>], in their products.</li> </ul>	<p>Make</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [cutting].</li> <li>Select from and use a wide range of materials [ingredients].</li> <li>Understand where food comes from.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria</li> </ul>	<p>Make</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials [textiles].</li> </ul> <p>Evaluate</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>
<b>Key Vocabulary</b> (new vocabulary in bold underlined)	vehicles, <b>wheel, axle, body, chassis, cab</b> , plan, make, <b>bodkin, join</b> , evaluate, design.	fruit, vegetables, <b>hygiene</b> , food, <b>preparation</b> , safety, healthy, cooking, <b>nutrient, vitamin, mineral, salad, kebab</b> , instructions, clean.	<b>puppet</b> , string, finger, sock, <b>template, fabric, thread, needle, stitch, running stitch</b> , design, evaluation, plan.
<b>Opportunities for Learning / Cross Curricular</b>	<p><b>English</b> – Rosie Revere Engineer (Let’s Write)</p> <p><b>Maths</b> - Measuring length / width / height (cm and M)</p> <p><b>Computing</b> - Formatting text, creating logos, mind mapping ideas</p> <p><b>RE</b> - Christmas vehicles for Santa (STEM)</p> <p><b>Science</b> - Exploring materials</p>	<p><b>PE</b> - Healthy lifestyles</p> <p><b>PSHE</b> - Looking after our body</p> <p><b>Science</b> - Minerals and vitamins, our bodies</p> <p><b>Topic</b> - <b>Maps of the world (where does food come).</b></p> <p><b>Maths</b> - Pattern / shape / cutting into fractions</p> <p><b>Computing</b> - Data research (favourite fruits)</p>	<p><b>English</b> - Traditional tales / re-telling stories using puppets</p> <p><b>Music</b> - Seaside sounds, Victorian seaside music, Victorian circus music</p> <p><b>Maths</b> - Shape, space and measure</p> <p><b>Science</b> - Exploring materials</p> <p><b>PE</b> - Dance: puppets with strings</p>
<b>Learning Overview / WALTs</b>	<p><b>Blocked Unit</b></p> <p><b>Session 1</b>  <b>WALT:</b> identify different types of wheeled vehicles.  <b>WALT:</b> identify different purposes of wheeled vehicles.  <b>WALT:</b> identify and label different parts of vehicles.</p> <p><b>Session 2</b>  <b>WALA:</b> two different types of axle.  KQ: what is the difference between a fixed axle and a fixed wheel?</p> <p><b>Session 3</b>  <b>WALT:</b> design a moving vehicle.  <b>WALT:</b> measure accurately.  KQ: who will use my vehicle?  KQ: how will my vehicle move?</p>	<p><b>Blocked Unit</b></p> <p><b>Session 1</b>  <b>WAL:</b> why are fruit and vegetables important for a balanced diet?  KQ: how do we identify fruit and vegetables?  KQ: what are nutrients, vitamins and minerals?  KQ: what does fruit do for our body?</p> <p><b>Session 2</b>  <b>WALA:</b> <b>where fruit comes from.</b>  <b>KQ:</b> <b>what fruit is native to Jamaica?</b>  KQ: what fruit is native to the United Kingdom?</p> <p><b>Session 3</b>  <b>WALT:</b> understand that fruit needs to be treated before it is eaten.</p>	<p><b>Blocked Unit</b></p> <p><b>Session 1</b>  <b>WOW DAY</b>  <b>WAL:</b> What is a puppet show?  KQ: Who were the main characters in Victorian seaside puppet shows?</p> <p><b>Session 2</b>  <b>WALA:</b> How are puppets made?  KQ: What are the different parts of a puppet?  KQ: What different types of puppet are there?</p> <p><b>Session 3</b>  <b>WALT:</b> Join two pieces of material together using basic sewing techniques.</p>

	<p><b>Session 4 &amp; 5</b>  <b>WALT:</b> make a moving vehicle.</p> <p><b>Session 6</b>  <b>WALT:</b> evaluate moving vehicle.  KQ: did I follow my plan?  KQ: what changes / adaptations did I make?</p>	<p><b>Session 4</b>  <b>WALT:</b> design a fruit salad / fruit kebab.  KQ: What encourages people to eat healthy food?</p> <p><b>Session 5</b>  <b>WALT:</b> make a fruit salad / fruit kebab  KQ: How do I use the bridge / claw grip to safely cut fruit?</p> <p><b>Session 6</b>  <b>WALT:</b> evaluate fruit salad / fruit kebab  KQ: did I follow my plan?  KQ: what have I learnt about healthy eating?</p>	<p><b>Home Learning Task:</b>  <b>WALT:</b> Design and label a hand puppet.</p> <p><b>Session 4</b>  <b>WALT:</b> Mark out, cut and join fabric to make a hand puppet.  KQ: How do I measure accurately?  KQ: How do I create matching templates?  KQ: What finishing techniques do I need to use?</p> <p><b>Session 6</b>  <b>WALT:</b> Add finishing detail to hand-sewn puppet  KQ: did I follow my plan?  KQ: what changes / adaptations did I make?</p>
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