

Y2 Design and Technology Curriculum
Medium Term Plan

Topic		Lesson Focus	Key Knowledge	Vocabulary
Moving Vehicles	1	Name the parts of a vehicle	To know that the chassis is the main body of the vehicle To know that if the wheels are fixed e.g. glued to the side of the chassis rather than free (moving on an axle) then the vehicle will not move To know at least two examples of real life objects which use wheels and axles	<ul style="list-style-type: none"> ● Wheel ● Axle ● Roll ● Move ● Design ● Model ● Make ● Mock-up ● Test ● Evaluate ● Vehicle ● axle holder ● chassis ● body ● cab ● assembling ● cutting ● joining ● shaping ● finishing ● fixed ● free ● moving ● mechanism
	2	Evaluate real life moving vehicles	To know that the chassis is the main body of the vehicle To know that if the wheels are fixed e.g. glued to the side of the chassis rather than free (moving on an axle) then the vehicle will not move To know at least two examples of real life objects which use wheels and axles	
	3	Design a vehicle	To know that designing something involves making choices to make something work. To know that design choices need to be reasoned, justifying how it will make the final product work better	
	4	Make a vehicle	To know that an axle holder needs to attach to the chassis of the vehicle and must have two holes for the axle to run through To know that fixed means non-moving and free means able to move/rotate To know that if an axle is fixed to the chassis of a vehicle, the wheels must be free to enable them to rotate and move the vehicle To know that if an axle is free, it is able to rotate, therefore the wheels must be fixed to the axle so the movement is controlled	
	5	Make a vehicle	To know that design is a process which means it includes Investigation, Designing, Making, Evaluating and Improving products To know that products made always have a purpose/reason for being made	
	6	Test and evaluate	To know that testing products shows us if they are fit for purpose (if they work) To know that designing something involves making choices to make something work. To know that design choices need to be reasoned, justifying how it will make the final product work better	
Food	1	Discuss food types	To know taste buds link to flavours of food that we eat. To know the names of each different taste bud – Sweet, Salty, Bitter, Sour To know the names at least 2 food groups including Protein, Grains, Dairy, Carbohydrates To know an example of how one food would taste e.g. apples are sweet. To know which meals are usually sweet and savoury e.g. dessert is usually sweet. To know that everyone should eat 5 portions of fruit and veg a day	<ul style="list-style-type: none"> ● Sweet ● Salty ● Bitter ● Sour ● Savoury ● Fruit
		Tasting fruits		

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			To name at least 5 examples of fruit and vegetables	<ul style="list-style-type: none"> • Vegetables • Protein • Grains • Dairy • Carbohydrates
2	Design a salad	<p>To know taste buds link to flavours of food that we eat.</p> <p>To know the names of each different taste bud – Sweet, Salty, Bitter, Sour</p> <p>To know that everyone should eat 5 portions of fruit and veg a day</p> <p>To name at least 5 examples of fruit and vegetables</p> <p>To know an example of how one food would taste e.g. apples are sweet.</p>		
3	Make a salad	<p>To know that food ingredients should be combined for the purpose of enjoyment as the tastes blend together</p> <p>To know that everyone should eat 5 portions of fruit and veg a day</p> <p>To name at least 5 examples of fruit and vegetables</p> <p>To know how to grate, peel and cut food for simple dishes safely (without cooking).</p> <p>To know that peeling means taking the skin off.</p> <p>To know that grating is shredding food using a grater.</p> <p>To know that cutting is splitting the food into smaller pieces.</p>		
4	Evaluate the salad	<p>To know that everyone should eat 5 portions of fruit and veg a day</p> <p>To name at least 5 examples of fruit and vegetables</p> <p>To know the names at least 2 food groups including Protein, Grains, Dairy, Carbohydrates</p> <p>To know that products made always have a purpose/reason for being made</p> <p>To know that designing something involves making choices to make something work.</p>		
Textiles	1	Explore puppets	<p>To know that different materials have different qualities and features e.g. thick, thin, rough, soft etc.</p> <p>To know that different materials will be more or less suitable for their design criteria e.g. fleece is best for a winter coat, linen is suitable for summer clothes etc.</p> <p>To know that they are making a design choice by</p> <p>To know that designing something involves making choices to make something work.</p> <p>To know that design choices need to be reasoned, justifying how it will make the final product work better</p> <p>To know that a design brief is a starting point for a design which states the purpose a design/product</p> <p>To know that a design criteria is a list of attributes required of a finished product which enable it to meet the design brief</p>	<ul style="list-style-type: none"> • Mark out • Template • Measure • Textiles • Material • Join • Thread • Needle • Sew • Attach • Decorate • Finish • Quality • Suitable • features
	2	Joining materials	<p>To know that material can be joined in many different ways.</p> <p>To know that a needle is either metal or plastic and string or wool can thread through the end.</p> <p>To know that joining material by threading the needles through is called sewing.</p> <p>To know that when we sew it can be called stitching.</p> <p>To know that sewing is an effective/widely used method of joining material but there are other methods available.</p>	

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			To know that design is a process which means it includes Investigation, Designing, Making, Evaluating and Improving products
	3	Design a puppet	<p>To know that different tools can be used to cut material e.g. knife, scissors To know that different materials have different qualities and features e.g. thick, thin, rough, soft etc. To know that different materials will be more or less suitable for their design criteria e.g. fleece is best for a winter coat, linen is suitable for summer clothes etc. To know that material can be joined in many different ways. To know that they are making a design choice by choosing materials and methods of joining.</p> <p>To know that designing something involves making choices to make something work. To know that design choices need to be reasoned, justifying how it will make the final product work better To know that testing products shows us if they are fit for purpose (if they work) To know that a design brief is a starting point for a design which states the purpose a design/product</p>
	4	Making a puppet	<p>To know that material can be measured using a measuring tool (e.g. ruler) and marked to create a shape for cutting. To know that different tools can be used to cut material e.g. knife, scissors To know that different materials have different qualities and features e.g. thick, thin, rough, soft etc. To know that different materials will be more or less suitable for their design criteria e.g. fleece is best for a winter coat, linen is suitable for summer clothes etc. To know that material can be joined in many different ways. To know that they are making a design choice by choosing materials and methods of joining. To know that a needle is either metal or plastic and string or wool can thread through the end. To know that joining material by threading the needles through is called sewing. To know that when we sew it can be called stitching. To know that sewing is an effective/widely used method of joining material but there are other methods available. To know that a 3D textiles product can be assembled from two identical fabric shapes.</p>
	5	Evaluate puppet	To know that design is a process which means it includes Investigation, Designing, Making, Evaluating and Improving products

*ongoing skill throughout year