LONGTON LANE PRIMARY SCHOOL SUBJECT: DT YEAR 2

 *‘Believe and Achieve’*

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|  | National Curriculum Subject ContentDesign* design purposeful, functional, appealing products for themselves and other users based on design criteria **1**
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **2**

Make* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **3**
* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **4**

Evaluate* explore and evaluate a range of existing products **5**
* evaluate their ideas and products against design criteria **6**

Technical knowledge* build structures, exploring how they can be made stronger, stiffer and more stable **7**
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.8

Cooking and Nutrition* use the basic principles of a healthy and varied diet to prepare dishes **9**
* understand where food comes from. **10**
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| Year Group | **Vehicles** **Wheels/axels** | **Cookies****Cooking and nutrition** | **Moving pictures****Mechanisms** |
|  2 | Think of ideas and plan based on specific criteriaChoose the best tools and materials and explain reasons for choosing them Describe their design by using pictures, diagrams, models and wordsJoin things (materials/components) together in different waysExplain what went well with their workExplain what they would improveMeasure materials to use in a modelBegin to use a templateUse joining, folding or rolling to make it strongerJoin materials together as part of a moving productMake a product that moves e.g. pulleys, spinners, wheels, axlesCut materials using scissorsSay why they have chosen moving partsMake sensible choices as to which material to use for their constructionsDevelop their own ideas from initial starting points | Think of ideas and plan based on specific criteriaChoose the best tools and materials and explain reasons for choosing them Describe their design by using pictures, diagrams, models and wordsExplain what went well with their workExplain what they would improveDescribe the properties of the ingredients they are usingExplain what it means to be hygienicBe hygienic in the kitchenUnderstand where food comes fromTalk about the basic principles of a varied healthy diet | Think of ideas and plan based on specific criteriaChoose the best tools and materials and explain reasons for choosing them Describe their design by using pictures, diagrams, models and wordsJoin things (materials/components) together in different waysExplain what went well with their workExplain what they would improveMeasure materials to use in a modelBegin to use a templateUse joining, folding or rolling to make it strongerJoin materials together as part of a moving productAdd design to their moving productCut materials using scissorsSay why they have chosen moving partsMeasure, cut and join textiles to enhance a moving pictureMake sensible choices as to which material to use for their constructionsDevelop their own ideas from initial starting points |

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| **Developing, planning and communicating ideas** | **Working with tools, equipment, materials and components to make quality products** | **Evaluating processes and products** | **Cooking and nutrition** | **Textiles** | **Mechanisms** | **Use of materials** | **Construction** |