

Year group: 2	Subject Area: Design Technology	Unit 1 – Mechanisms/Structures	Subject Leader: H Cassidy	
Prior linked knowledge	National curriculum objectives		Future linked knowledge	
Experiment with how to make own model stronger (Y1)	<ul style="list-style-type: none"> • 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. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against set criteria. • Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing. • Select from and use a wide range of materials and components, including construction and materials. 		Know how to strengthen a product by stiffening a given part or reinforce a part of the structure. Use a simple IT program within the design (Y3)	
Notes	Cross-curricular links		Possible hooks/enrichment activities	
	English – The Three Billy Goats Gruff <i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>			
Lesson Sequence				
To explore mechanisms. To think of an idea and plan what to do next.		To join materials and components in different ways. To use joining, folding or rolling to make it stronger and more stable. To incorporate some type of movement into models.		To explain what works well and not so well in the model they have made.
Lesson 1: Explore the term mechanisms. Look and discuss different toys, structures and bridges and how they move.	Lesson 2: Children to create their own ideas for a model/structure and write a plan, e.g. a bridge.	Lesson 3: Discuss the materials that will be used when creating the models/ structures. Explore joining, folding and rolling and how to make sure the structure is stable and can move.	Lesson 4 and lesson 5: Create a model/structure. Ensure the product is stable and has some type of movement, e.g. Can part of their bridge move? Add an image of the final product to art and DT books.	Lesson 6: Reflect on the model/structure; create an evaluation to go in their art and DT books alongside the image.
Key Vocabulary				
Mechanism Push Pull Join Handle Wheels	Plan Write Instructions	Materials Join Fold Roll Stable Movement	Join Fold Roll Stable Movement	Evaluate Strengths Improvements

Lever Structure				
Key skill throughout unit				
<ul style="list-style-type: none">• To design and make a model selecting appropriate tools with some type of movement.• To generate ideas through discussion and creating a plan.• To evaluate own product.				

Year group: 2	Subject Area: Design Technology	Unit 2 – Textiles	Subject Leader: H Cassidy
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Use own ideas to design something and describe how their own idea works. Use own ideas to make something. Describe how something works. Explain what went well with their work (Y1).	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Design, generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria 	Design a product and make sure that it looks attractive. Choose a material for both its suitability and its appearance. Join textiles of different types in different ways. Choose textiles both for their appearance and also qualities. Explain how to improve a finished model (Y3).	
Notes	Cross-curricular links	Possible hooks/enrichment activities	
Special occasions – Chinese New Year, Valentine’s day, Easter	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>		
Lesson Sequence			
To think of an idea and plan what to do next. To explain why they have chosen specific textiles. To choose tools and materials and explain why they have chosen them.		To select from and use a range of tools and equipment to perform practical tasks. To select from and use a wide range of materials.	To suggest improvements to their own work and that of others
Lesson 1: Explore different types of decorations made from different materials. Children to plan a design for their decoration, e.g. special occasion, shape, colour, materials.	Lesson 2: Children to practise cutting and sewing skills using samples and templates of the materials and designs they have chosen to use. Ensure safety rules are established.	Lesson 3 and Lesson 4: Use the plans and knowledge of cutting and sewing to begin to create their decoration. Follow the instructions and remind of safety rules. Add an image of the final product to art and DT books.	Lesson 5: Reflect on the decoration and discuss what worked well and what could be changed to improve it.
Key Vocabulary			
Decoration Plan Colour Shape Material Tools	Material Sewing needle Thread Design Template	Sew Cut Thread Instructions	Evaluate Improvements

Key skill throughout unit

- To select a range of appropriate tools, equipment and materials and explain why they have been chosen.
- To generate ideas through talking and drawing.

Year group: 2	Subject Area: Design Technology	Unit 3 – Food Technology	Subject Leader: H Cassidy
Prior linked knowledge	National curriculum objectives	Future linked knowledge	
Cut food safely. Describe the texture of food. Know how to wash own hands and make sure surfaces are clean (Y1)	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. 	Describe how food ingredients come together. Weigh out ingredients and follow a given recipe to create a dish. Talk about which food is healthy and which food is not. Know when food is ready for harvesting (Y3)	
Notes	Cross-curricular links	Possible hooks/enrichment activities	
	English – write instructions to a recipe <i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>		
Lesson Sequence			
To explain what is means to be hygienic.	To understand a healthy and varied diet. To discuss where food comes from.	To know how to wash hands and make sure surfaces are clean. To be hygienic in the kitchen. To describe the ingredients used when making a dish or cake To weigh ingredients to use in a recipe. To cut food safely.	
Lesson 1: Look at and discuss the words safety and hygiene and how to be hygienic in the kitchen.	Lesson 2: Discuss and understand what is meant by a healthy and varied diet. Look at the food groups and discuss where some of the food may come from, e.g. farms, animals, fruit growing on tree, chips being made from potatoes, bread.	Lesson 3 and Lesson 4: Recap hand washing and making sure surfaces are clean before following the instructions for the recipe. Weigh and describe the wet and dry ingredients. Add an image of the food to art and DT books.	
Key Vocabulary			
Safety Hygiene Wash Soap Water	Healthy Varied diet Eat well plate Food groups Fruit and vegetables Carbohydrates Protein Dairy Fats/oils	Recipe Instructions Ingredients Hygiene Weigh Scales Cutlery Whisk Knife	

	Farmers Fields Animals	Chopping board Texture Appearance
Key skill throughout unit		
<ul style="list-style-type: none">• To have knowledge of a healthy and balanced diet.• To have knowledge of hygiene and safety.• To be hygienic in the kitchen.• To know how to weigh ingredients.		