

DT CURRICULUM MAP

Year 2



Year 2	Autumn	Spring 1	Spring 2	Summer
Theme/ Overview	<p style="text-align: center;"><u>Theme: Construction</u></p> <p style="text-align: center;">Building a house using recycled materials (our local area)</p>	<p style="text-align: center;"><u>Theme: Mechanisms</u></p> <p style="text-align: center;">17th Century fire engine model</p>	<p style="text-align: center;"><u>Theme: Textiles</u></p> <p style="text-align: center;">Farm animal felt puppets</p>	<p style="text-align: center;"><u>Theme: Seaside snacks</u></p> <ul style="list-style-type: none"> - Tasting, exploring and thinking about a range of foods. - Experience the flavours, textures and colours of different foods - Design their own seaside picnic, while thinking carefully about what makes a balanced meal
Design	<p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> • Can they generate ideas through comparing existing products? • Can they describe their design by using pictures, diagrams, and words? • Can they say how the product will be useful to the user? • Can they start to describe how a commercial product works? 	<p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> • Can they generate ideas through comparing existing products? • Can they describe their design by using pictures, diagrams, and words? • Can they say how the product will be useful to the user? • Can they start to describe how a commercial product works? 	<p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> • Can they generate ideas through comparing existing products? • Can they describe their design by using pictures, diagrams, and words? 	
Key Skills	<p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics</p> <ul style="list-style-type: none"> • Do they use their knowledge of some working characteristics of materials when designing? 	<p>Technical Knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <ul style="list-style-type: none"> • Can they choose the most appropriate tools and materials and explain their choices? • Can they follow basic safety rules? 	<p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics</p>	<p>Cooking and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <ul style="list-style-type: none"> • Can they understand and use the terms ingredient and component? • Can they use simple scales or balances? • Can they understand main rules of food hygiene?

	<ul style="list-style-type: none"> • Can they select tools for folding, joining, rolling? • Can they join multiple materials together? • Can they use a simple template for cutting out? • Can they use simple finishing techniques? 	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they explain how different parts move? • Can they use wheels, slides and levers in plans? • Can they talk about how moving objects work 	<ul style="list-style-type: none"> • Can they measure an amount of a textile and cut it out? • Can they join textiles together to make a product, using techniques such as stitching? • Can they cut textiles accurately? • Can they explain why they chose a certain textile? 	
<p>Evaluate – All Topics</p>	<p>Explore and evaluate a range of existing products Evaluate ideas and products against design criteria</p> <ul style="list-style-type: none"> • Can they assess how well their product works? • Can they use like and dislike when evaluating or describing? • Do they recognise what they have done well and talk about what could be improved? • Can they seek out the views and judgements of others? • Can they predict how changes might improve the finished product? • Have they used digital photography to present design or finished work? 			