



# Ferndale Primary and Nursery School

## DT: Year 2

Projects	Design: develop, plan and communicate ideas	Make: working with tools, equipment, materials and components to make quality products.	Evaluate: processes and products	Technical knowledge: materials and structures	Technical knowledge: mechanisms	Technical knowledge: textiles	Technical knowledge: electrical systems	Technical knowledge: food and nutrition
Joining techniques sewing (finger puppets) T6  Fruit salad T4  Time Machine wheeled vehicle T1	Generate ideas based upon previous experiences of products and working with materials and components.	Can select appropriate tools, equipment, materials and components, giving reasons for their choices. Can use a range of tools and equipment.	Talk about their work against the design criteria. Give reasons for what they like and what they would change	Measure and join materials, Use scissors with accuracy. Join shapes together using a variety of materials. (using glue, bluetac, masking tape, plasticine, sellotape, staples) Build freestanding structures using different materials. Use ideas to make the structure stronger.	Use levers or slides. Begin to understand how to use wheels and axels.  T6  <i>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	Begin to select appropriate textiles for a product. Use techniques to join more than one piece of fabric including stapling, gluing, simple stitching  T2	N/A	Say where food comes from. Recognise that there are different food groups.  With support, choose ingredients and prepare dishes. Talking to others about what they have made.



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	<p>Describe and design using labelled pictures, words and models and begin to use computing.</p> <p><i>Design purposeful, functional, appealing products for themselves</i></p>	<p><u>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</u> <u>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</u></p>	<p>Look at a range of existing products, giving reasons for what is and isn't good and likes and dislikes.</p>	<p>T6</p> <p><u>Build structures, exploring how they can be made stronger, stiffer and more stable.</u></p>				<p>Cut, peel and grate with confidence.</p> <p>T4</p> <p><u>Use the basic principles of a healthy and varied diet to prepare dishes.</u> <u>Understand where food comes from.</u></p>
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	<p><u>and other users based on design criteria.</u></p> <p><u>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</u></p>		<p><u>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</u></p>					
Language Enrichment	First Hand Experiences		Purpose / Life Skills			Previous Knowledge		
<p>Understand how things work:</p> <p>Explore products</p> <p>Create a class vocab word mat</p>	<p>Making a wheeled time machine vehicle.</p> <p>Make a fruit salad (linked with science and healthy eating)</p>		<p>Understand which materials would be more suitable to make a time machine (linked to science)</p> <p>Understanding how wheels and axels move/work.</p>			<p>Have own ideas ideas based on simple design criteria and their own experiences of familiar products.</p> <p>Describe and design using pictures, talk, words and models</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>		



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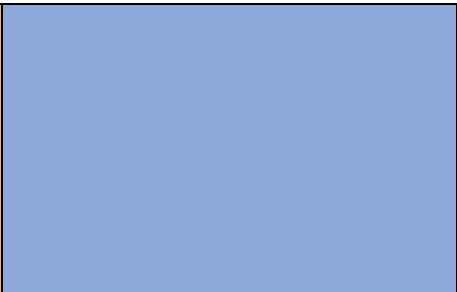
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<p>Teacher modelling use of vocabulary to the children.</p> <p>Questioning choices. Open ended questions.</p> <p>Discussion about what would/would not work.</p> <p>Use the vocabulary such as mechanisms, textiles, projects when explaining why they like/dislike a product.</p>	<p>Sewing – learning the technique for sewing. Making a finger puppet.</p>	<p>Know that it is important to have a healthy balanced diet.</p> <p>Be able to use the skill of sewing at home – make/mend a product.</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Can say what they are making and select from a range of tools and equipment, saying what they are using. Can use tools and materials with help.</p> <p>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.</p> <p>Talk about their work, in relation to what they were asked to do. Say what they might change.</p> <p>Talk about existing produces, saying what is and isn't good and what they like / dislike.</p> <p>Talk about existing produces, saying what is and isn't good and what they like / dislike.</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Begin to measure and join materials with some support. Use scissors with growing accuracy.</p> <p>With some support, join shapes together (using glue, buletac, masking tape, plasticine, sellotape, staples)</p> <p>Build freestanding structures.</p> <p>Begin to use levers or slides.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Begin to select appropriate textiles for a product.</p>
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Use techniques to join more than one piece of fabric including stapling, gluing, simple stitching  
Begin to say where some food comes from. Discuss how fruit and vegetables are healthy. With support, choose ingredients and prepare dishes.  
Cut, peel and grate safely with support.