



Design and Technology – Year 2 – Medium Term Plan

Autumn Term, Textile: Pouches



Where before:	Cooking and nutrition: Smoothies				
Where next:	Structure: Chairs				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p>Designing a pouch.</p> <p>Selecting and cutting fabrics for sewing.</p> <p>Decorating a pouch using fabric glue or running stitch.</p> <p>Threading a needle.</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</p> <p>Neatly pinning and cutting fabric using a template.</p> <p>Troubleshooting scenarios posed by teacher.</p> <p>Evaluating the quality of the stitching on others' work.</p> <p>Discussing as a class, the success of their stitching against the success criteria.</p> <p>Identifying aspects of their peers' work that they particularly like and why.</p>	<p>To know that sewing is a method of joining fabric.</p> <p>To know that different stitches can be used when sewing.</p> <p>To understand the importance of tying a knot after sewing the final stitch.</p> <p>To know that a thimble can be used to protect my fingers when sewing.</p>	<p>decorate</p> <p>fabric</p> <p>fabric glue</p> <p>knot</p> <p>needle</p> <p>needle threader</p> <p>running stitch</p> <p>sew</p> <p>template</p> <p>thread</p>	<p>To sew a running stitch</p> <p>To join fabrics using a running stitch.</p> <p>To design a pouch</p> <p>To decorate a pouch using fabric glue or stitching.</p> <p>To evaluate my pouch</p>	



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Spring Term, Structure: Chairs



Where before:	Textile: Pouches				
Where next:	Cooking and nutrition: balanced diet (science link)				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p><u>Design</u> Creating ideas with design criteria in mind.</p> <p>Referring to specific parts of existing products when generating ideas.</p> <p><u>Make</u> Selecting materials from a wider range of materials.</p> <p>Explaining their choices based on the properties of materials.</p> <p>Looking for ways to make cutting easier, for example, turning the material they are cutting, not fully closing the scissors, etc.</p> <p>Choosing known geometric shapes when making.</p> <p><u>Evaluate</u> Evaluating their ideas and creations against simple design criteria.</p>	<p>A structure is something that has been made and put together.</p> <p>The shape of a structure affects its strength.</p> <p>Materials can be manipulated to improve strength and stiffness.</p> <p>A strong structure is one which does not break easily.</p> <p>A stiff structure or material is one which does not bend easily.</p>	<p>design brief</p> <p>design criteria</p> <p>evaluate</p> <p>flexible</p> <p>improve</p> <p>select</p> <p>stiff</p> <p>strong</p> <p>thicker</p> <p>thinner</p> <p>weak</p>	<p>To evaluate existing structures</p> <p>To explore how shape affects the strength of a tower</p> <p>To make a strong and stable chair for a user</p> <p>To evaluate and improve a structure</p>	



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Addition, Cooking and nutrition: balanced diet (Additional- science link)



Where before:	Structure: Chairs				
Where next:	Mechanisms: fairground wheel				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p><u>Design</u> Designing three wrap ideas.</p> <p><u>Make</u> Chopping foods safely to make a wrap.</p> <p>Constructing a wrap that meets a design brief.</p> <p>Grating foods to make a wrap.</p> <p>Snipping smaller foods instead of cutting.</p> <p>Spreading soft foods to make a wrap.</p> <p>Identifying the five food groups.</p> <p>Learning about balanced diet.</p> <p><u>Evaluate</u> Describing appearance, smell and taste.</p> <p>Taste and evaluating different food combinations.</p> <p>Describing the information that should be included on a label.</p>	<p>That ‘diet’ means the food and drink that a person or animal usually eats.</p> <p>What makes a balanced diet.</p> <p>That the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads.</p> <p>That I should eat a range of different foods from each food group, and roughly how much of each food group.</p> <p>That ‘ingredients’ means the items in a mixture or recipe.</p> <p>How to cut, grate, snip and spread to prepare foods.</p> <p>How to review and give a score to evaluate.</p>	<p>appearance balanced carbohydrates chopping board combination cut dairy design design brief diet evaluate feel fruit grate grater ingredients menu oils proteins review scissors smell snip spread spreads table knife taste vegetables</p>	<p>To recognise foods and their food groups.</p> <p>To identify the balance of food groups in a meal</p> <p>To identify an appropriate piece of equipment to prepare a given food</p> <p>To select balanced combinations of ingredients</p> <p>To design based on criteria</p> <p>To evaluate a dish based on design criteria</p>	



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Summer Term, Mechanisms: fairground wheel



Where before:	Cooking and nutrition: balanced diet (science link)				
Where next:	Textile: Cushion				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p>Design Conducting simple surveys or discussions to gather opinions on what others need or like in a design.</p> <p>Knowing that a design brief helps to decide what to make.</p> <p>Creating ideas with design criteria in mind to make a successful product.</p> <p>Make Explaining their choices based on the properties of materials and components.</p> <p>Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc.</p> <p>Beginning to shape objects to improve how they work.</p> <p>Considering balance in their finishing, like evenly spaced decoration.</p> <p>Evaluate Evaluating their ideas and creations against simple design criteria.</p> <p>Suggesting improvements to their peers' designs and products.</p>	<p>Everyday objects have mechanisms.</p> <p>Many things that move have parts inside to help them work.</p> <p>Mechanisms usually limit unwanted movement.</p> <p>Everyday objects utilise wheels and axles.</p> <p>Wheels must be able to turn to work effectively.</p> <p>Axles allow wheels to turn without falling off.</p> <p>The features of a fairground wheel include the wheel, frame, pods, axle and axle holder.</p>	<p>design brief</p> <p>design criteria</p> <p>evaluate</p> <p>frame</p> <p>model</p> <p>opinion</p> <p>rotate</p> <p>survey</p>	<p>To explore wheel mechanisms and design a fairground wheel.</p> <p>To select materials with appropriate properties</p> <p>To build and test a moving wheel</p> <p>To conduct a simple survey to gather opinions</p>	