



Orton Wistow Primary School – Curriculum Plan







Subject : Design Technology

Year : 2

Term : Autumn

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
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<p>Structure – something built or constructed (from latin 'structura', equivalent to struct and 'ura' = put together)</p> <p>Mechanism – an assembly of moving parts performing a complete functional motion (from Latin 'mechanismus' and Greek 'mechan' = machine)</p> <p>Engineer – a person trained and skills in the design, contructions and use of engines or machines (Latin 'ingenia' = to design)</p> <p>Design- to prepare the preliminary sketch or plans for a structure (Middle English 'designen' and Latin 'designare' = to mark out)</p> <p>Criteria- a standard for judgement or to test something (Greek 'kriterion' = to separate)</p> <p>Lever – rigid bar that pivots on one point to move an object (Latin 'levare' = to lighten)</p> <p>Product- a thing produced by labour</p> <p>Material- the substances of which a thing is made (Latin 'materials' meaning belonging to matter)</p> <p>Hinge- a jointed device or flexible piece which allows other parts to move (Dutch – 'henge' meaning to hang)</p>	<p>Remember what an engineer is and what they do</p> <p>Test a variety of products, explaining how they work, knowing that some products use batteries and electricity.</p> <p>Know how to identify likes and dislikes of the designs</p> <p>Know how to suggest improvements to existing designs</p> <p>Explore how products have been created by taking things apart</p> <p>Remember what a wheel does and how it works</p> <p>Investigate levers and winding motions, design (on Purple Mash) and create products using levers and winding motions.</p> <p>Remember how to safely use a saw and cutting tools.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Testing a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) to find the most suitable way.</p>	<p>Which engineers or companies make the same product?</p> <p>What do I like and dislike about a product?</p> <p>What do I notice?</p> <p>What is a lever and how can I make one?</p> <p>How does winding motion make something move?</p> <p>How has it been made?</p> <p>How does it work?</p> <p>Why is it faulty?</p> <p>What is a wheel?</p> <p>What is an axel and how does it move and support a wheel?</p> <p>What is it made from?</p> <p>How are tools used safely and efficiently?</p> <p>How can a ruler be used accurately?</p> <p>How can I join materials so my product is strong?</p>	<p>Explain what an engineer is and where they might work.</p> <p>Identify where a lever and winding motion has been used.</p> <p>Evaluate products, explaining how they would improve them.</p> <p>Use 2Design on Purple Mash</p> <p>Construct a lever and explain how it works, including the word pivot.</p> <p>Make a product with a winding motion and explain how it works.</p> <p>Cut materials safely using tools provided.</p> <p>Measure using a ruler and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p>Evaluate how my product matches the design criteria.</p>																		

									
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Pivot – a point where something rests, turns or rotates (French – 'pivot' = point)	Testing a range of joining techniques (such as gluing, hinges or combining materials to strengthen) to find the most suitable way. Explain to someone else how a product works and how it can be improved.	How can I copy how it has been made to make my own product?	Reflect on what modifications would be made next time, if the product was made again						







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Fruit – any edible product of plant growth useful to humans or animals Healthy – enjoying good health	How to look at cookery books of different chefs and countries, finding ones they would like to eat.	Understand where food comes from and be able to discuss the cycle of food production.	Find a recipe in a cookbook or using an internet search. Identify ingredients that can be classed as healthy and unhealthy.						



																					
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<p>Ingredients – Latin (stem of ingrediens) something that enters as an element into a mixture</p> <p>Recipe – Latin (recipere) a set of instructions for making or preparing a food dish</p> <p>Peel/peeler – to strip of its skin/rind</p> <p>Slice – Old French (esclicer – to split up) a thin, flat piece cut from something</p> <p>Vegetable – Latin (vegetabilis – able to live and grow) any plant whose parts are used as food</p> <p>Knife – an instrument for cutting</p> <p>Grate – product of grating</p> <p>Grater - an instrument for grating</p> <p>Chop – product of chopping</p> <p>Hygiene – practice to preserve health</p> <p>Safety – the state of being safe to prevent injury</p>	<p>How to explain objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs and what make them appealing to the consumer.</p> <p>Testing how food products have been created. Assemble or cook healthy ingredients.</p> <p>How to cut, peel or grate ingredients safely and hygienically.</p> <p>To use scales or measuring cups, measure or weigh food items to nearest gram.</p> <p>Begin to evaluate their ideas and products against design criteria.</p>	<p>Understand which foods are grown and which are produced.</p> <p>Observe how food items are made and be able to copy the techniques modelled.</p> <p>Understand that food must be prepared safely and hygienically and be able to explain the reasons why.</p> <p>Practise how to use a knife, grater and peeler safely, knowing the reasons why, observing how to listen to instructions.</p> <p>Understand the difference between healthy and unhealthy ingredients and what makes them that way.</p>	<p>Create a template example of a healthy/unhealthy dish.</p> <p>Group ingredients to show which ones are grown and which ones are produced.</p> <p>Use a knife, grater and peeler safely and reflect on why it is important.</p> <p>Measure ingredients using a scale and measuring cups/teaspoons/tablespoons.</p> <p>Evaluate a food dish or item, being able to explain why they like or dislike it.</p> <p>Design packaging on 2Design.</p>																		







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<p>Aesthetic – Latin (aestheticus – perception) sense of beauty Assemble – bring or gather in one place Design – prepare plans or a sketch Criteria/criterion – Greek (kriterion – a standard) rule for evaluating or testing something Evaluation – appraisal/appraising Fastening/fastener – something that fastens such as a lock or clasp Mock-up – a model, often full-size, for testing after design and draft stage Net – stage before mock-up, product before fastening or stitching Stitching – one complete movement of a threaded needle through a fabric or material. To sew, join or embellish with stitches. Stencil – a device for applying a pattern or design to a fabric or material Template – a pattern serving as a guide</p>	<p>Different designers from around the world.</p> <p>How different materials react under different conditions, choosing the most suitable material for their products.</p> <p>Know how to use 2Simple to create a design.</p> <p>Remember how to tinker with different materials and design own product.</p> <p>Remember how to measure and mark out to the nearest centimetre.</p> <p>With tools provided, children know how to use them safely and sensibly.</p> <p>Evaluate product as going along with a final evaluation against the design brief.</p>			<p>How to compare different designers from around the world – likes and dislikes.</p> <p>Observe different materials and their features.</p> <p>How to follow instructions on working with needles, scissors and materials safely, being able to explain why.</p> <p>Observe the importance for the aesthetics of their own products, being able to explain why this is important.</p> <p>Practise different sewing techniques and why certain ones are most suitable for their product.</p> <p>Practise and demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p> <p>Understand why their product was suited and why it wasn't.</p>			<p>Research and investigate different designers from around the world – explaining which ones they like and dislike.</p> <p>Use 2Simple to create design.</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Use a running-stitch to join fabric.</p> <p>Cut materials accurately and safely using tools provided.</p> <p>Select the most appropriate techniques to decorate textiles, such as dyeing, adding sequins or printing, being able to explain those choices.</p> <p>Explain why their product achieves the design brief and reflect how it can be improved next time.</p>		



