Church Walk Primary School DT Scheme of Work				
Hoad Cycle Year 2 Cycle A 26 27				**Key Assessment Criteria**
	Autumn		**Summer**	
Focus	Fire Engines (Recycled Materials)  	Textiles 	Cooking and Nutrition Healthy Eating : Smoothie Making	• I think of an idea and plan what to do next • I choose tools and materials and explain why I have chosen them • I join materials and components in different ways • I explain what went well with my work • I explain why I have chosen specific textiles • I measure materials to use in a model or structure • I describe the ingredients I am using
Resources	Recycled materials ,dowel, cardboard wheels, simple hand tools on technology trolley including handsaws,	Hessian ,assorted fabrics, buttons, wool, Embroidery thread, felt, needles, pins, Scissors, rulers, tape measures, glue, hand stapler	Knives, graters, zesters, juicers, chopping boards	
Vocabulary	assemble, design, evaluation, mechanism, model ,target audience, template, test, axle, axle holder, chassis, mechanic, wheel (and see *Resources*	Decorate, design , fabric, glue, safety pin (and see *Resources* above)	Fruit, vegetable, blender ,carton, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, (and see *Resources* above)	

	above)			
Curriculum links	*History:* Great Fire of London	*Art*- flower, bird, features	*Literacy*: Handa's Surprise, Growing Good, *Science*-Healthy Living , Growing plants	
Skills	Fire Engines **<u>Design:</u>** -Use knowledge of existing products (fire engine visit) from wider environment /story -Explain how design will work (talk /simple annotated drawings) - understand and follow simple design criteria - plan and test using mock -ups e.g. ladders , hoses **<u>Make</u>** -follow a simple plan (supported) - select and use	-Use knowledge of existing products (commercial calendars) from wider environment /story- needs to be up all year so not seasonal - understand and follow simple design criteria (facial features) -Plan using available resources (annotated designs) **<u>Make</u>** -follow a simple plan (supported) e.g. fabric, stitches, method of attaching	 -Explain where in the world different foods(fruit / vegetables) comes from - understand all food comes from either plants or animals -understand food has to be farmed ,grown or caught -name / sort foods into food groups (Science links) - understand 5 Alive guidance - use knowledge of healthy eating to design / prepare dishes	

	simple hand tools e.g. saws, rulers, scissors, -select from a range of materials and components (construction / recycled materials / DT component resources e.g. dowel rods, axels -with support, measure / mark out using rulers / tape measures - cut, shape and score materials e.g. cardboard, straws, dowel rods - assemble ,join and combine materials /components -begin to use simple finishing techniques to improve appearance of products e.g. flashing lights, stripes, reflective strips, FIRE, labels	-select and use simple tools e.g. scissors, pinking shears, hole punches, needles, pins, safety pins -cut and shape materials (fabrics) -make and use simple templates (body parts) --begin to use simple finishing techniques to improve appearance of products e.g. earrings, eyebrows etc **Evaluate** -Explore / evaluate existing products (discussion, comparison, simple written evaluations) - explain positives /areas for improvement - explain materials products are made from (e.g. simple annotated diagrams)	**Design** -Use knowledge of existing products e.g. purchased Smoothies to help generate own ideas - design products for a purpose / intended user e.g. flavours / packaging that will appeal toother children -work in a variety of contexts e.g.cafe, school lunch hall **Make** -With support, follow a simple recipe - begin to select from range of hand tools e.g. graters, zesters, safe knives, juicers -follow hygiene and safety guidelines - cut, peel, grate ingredients, including measuring/weighing scales - begin to use simple	

	Evaluate -Explore / evaluate existing products (discussion, comparison, simple written evaluations) - explain positives /areas for improvement - explain materials products are made from (e.g. simple annotated diagrams) - use DT vocabulary to talk about design ideas and what they are making - evaluate products against simple design criteria - start to understand iterative (process) may involve repeating /modification **Technical knowledge** Explore and use mechanisms e.g.wheels and	- use DT vocabulary to talk about design ideas and what hey are making - evaluate products against simple design criteria - start to understand iterative (process) may involve repeating /modification	finishing techniques e.g. garnishes, glasses to improve appearance of product **Evaluate**	

	axels,sliders ,levers Children build structures and explain how they may be made stronger /stiffer / more stable Be able to discuss simple working characteristics of component parts			