

Design Technology — Year 2 — Medium Term Plan Autumn 2, Unit 1: Wheels and Axles



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: How do wheels move?	To understand how wheels move.	- I can identify what mechanism makes a toy or vehicle roll forwards - I can recall that in order for a wheel to move it must be attached to an axle I can draw and label a diagram of an axle, wheel and axle holder.	Evaluate Explore and evaluate a range of existing products. Technical Knowledge Explore and use mechanisms (example, levers, sliders, whee axles), in their products.		 Items that have wheels, such as bicycles, tricycles, trundle wheels, toy cars, skateboards and trolleys (arranged around the classroom — see Attention grabber). Equipment for the children to experiment with (per small group): selection of straws; paper; glue or masking tape; scissors.
Two: Fixing broken wheels	To identify what stops wheels from turning.	I can recall that a wheel needs an axle in order to move. I can fix a design so that the wheel can move. I can use appropriate vocabulary to describe which parts are moving or not.	Evaluate - Explore and evaluate a range existing products. Technical knowledge - Pupils should be taught to: - Explore and use mechanisms i their product	holder - equipmer - mechanis - wheel	
Three: Designing a vehicle	To design a moving vehicle.	I can recall what makes a wheel and an axle work. I can design a moving vehicle. I can label my design using appropriate vocabulary.	 Design Pupils should be taught to: Design purposeful, functional, appealing products for themse and other users based on desicriteria. Generate, develop, model and communicate their ideas throutalking, drawing, templates, mups and, where appropriate, information and technology. 	lves - equipmer gn - mechanis - wheel	_ '.

Four:	To build a moving	- I can make a wheel	Design	- axle	- Design
Wacky Races	vehicle.	and axle mechanism. - I can evaluate my design to make it even better. -	Pupils should be taught to: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make Pupils should be taught to: Select from and use a range of tools and equipment to perform practical tasks. Evaluate Pupils should be taught to: Evaluate Pupils and gainst design criteria.	- axle holder - equipment - mechanism - wheel	 Pupils should be taught to: Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology. Make Pupils should be taught to: Select from and use a range of tools and equipment to perform practical tasks. Evaluate Pupils should be taught to: Evaluate their ideas and products against design criteria.
Assessment:	End of unit quiz: nar	ne the parts, what is a car c	hassis, how do wheels spin, what does fix r	nean, what does o	iccurate mean.



Design and Techology—Year 2 — Medium Term Plan Spring 2, Unit 2: Pouches



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Running stitch	To sew a running stitch	- I can thread a needle I can sew a running stitch I can use neat and evenly spaced stitches to join fabric.	Make Pupils should be taught to: Select from and use a range of tools and equipment to perform practical tasks.	- decorate - fabric - fabric glue - knot - needle - needle - threader - running stitch - sew - template - thread	 Children's needles (larger than normal). Thread (thick but not woolly). Small pieces of felt. Needle threading tool (optional).
Two: Using a template	To sew a running stitch	- I can remember how to use a template I can cut fabric neatly I can pin fabric accurately I can design a pouch.	Design Pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users.	- decorate - fabric - fabric glue - knot - needle - needle - threader - running stitch - sew - template - thread	Presentation: Brain dump Scissors (ideally, fabric scissors) Pins Felt — enough for the children to cut out the two templates from the Activity: Pouch templates.

Three:	To join fabrics using a	• I can sew neat, even	Make	- decorate	Presentation:
	running stitch.	 I can sew neat, even stitches. 	Pupils should be taught to:	- fabric	Speak like an
Making a			Select from and use a wide range of	- fabric	expert.
pouch		 I tie a knot at either 	materials and components, including	glue	Children's
•		end of the thread.	construction materials, textiles and	- knot	needles
		• I can design	ingredients according to their	- needle	(larger than
		decorations for my	characteristics.	- needle	normal).
		product	Situal decisi testes.	threader	Threads (thick
				- running	but not
				stitch	woolly).
				- sew	Needle
				- template	threader
				- thread	(optional).
					Thimble
					(optional).
					Scissors
					(ideally,
					textile scissors).
					Example
					pieces of sewing to
					show what
					can go wrong
					(see Attention
					grabber):
					Example 1:
					Felt pieces
					are not
					aligned
					properly
					before the
					sides are
					sewn up.
					Example 2:
					Stitches are of
					varying sizes
					— some very lana, same
					long, some tiny, with
					large gaps in
					between.
					Example 3:
					No knots are

Assessment: What do we mean by joining technique? What is a template? Which picture shows safety pins? Which is a method of joining fabric? What is the name of this stitch? What is the name of the tool used to sew? What must you do after sewing the final stitch? What tool can you use to protect your fingers? What is a pouch?





Design and Technology — Year 2 — Medium Term Plan Summer 2, Unit 3: Cooking and nutrition: Balanced diet.

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Food groups	To recognise food and their food groups.	 I can name the five food groups. I can match foods with the food group they belong to. I can explain how much of each food group I should have every day. 	Design and technology Cooking and nutrition Pupils should be taught to: • Use the basic principles of a healthy and varied diet to prepare dishes.	 carbohydrates dairy fruit oils proteins spreads vegetables 	 Presentation: Balanced scales. Presentation: A balanced plate. Balance scales (one for demonstration – optional, see Attention grabber). Weights (enough to balance and unbalance the scale – optional, see Attention grabber). Flipchart. Glue sticks (one each). Scissors (one each). Different areas of the classroom labelled with the food groups (see Wrapping up). Link: NHS - Eatwell guide
Two: Balanced Meals	To identify the balance of food groups in a meal.	 I can identify foods I like. I can explain the food groups in a meal. I can plan a balanced menu. 	Cooking and nutrition Pupils should be taught to: Use the basic principles of a healthy and varied diet to prepare dishes.	- Balanced - Diet - menu	 Presentation: Gimme five! Presentation: Balanced meals. Presentation: Balanced diet restaurant. Quiz: Make this meal more balanced.

					• Example menus from restaurants (see Main event).
Three: Preparing ingredients	To identify an appropriate piece of equipment to prepare a given food.	- I can identify equipment used for preparing food I can practise food preparation skills using a range of equipment I can justify using a piece of equipment with a type of food.	Make Pupils should be taught to: • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	 chopping board cut grate grater scissors snip spread table knife 	 Presentation: Agree or disagree? Presentation: Equipment. Presentation: Preparation skills. Scissors (one each). Glue stick (one between two). An extra adult to supervise a skills table (see Main event). Equipment to practise cutting skills (see Main event): a table knife; a fork; a green chopping board; foods to cut, such as pepper, boiled egg and avocado flesh. Equipment to practise grating skills (see Main event): 1 box grater; 1 white chopping board;

o I green chopping board; o foods to grate, such as coverniber and cheese. • Equipment to practise snipping skills (see Watn vends): o 2 pairs of soctsors; o 2 bewits or cups to sing into; o 2 green etopping hoards; o foods to snip, such as corisinder, parskey and spring contions. • Equipment to practise spreading skills (see Watn event): o 2 spons; o 2 table knives; o foods to spread, such as hummus or majomnatse. • A large bow' ar collect prepared foods foo		T	T	1
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collect prepared foods (see Main event).				• A large bowl to
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				event).

Four: Taste testing ingredients	To select balanced combinations of ingredients.	 I can select foods from specific food groups. I can describe the taste of different foods. I can explain why I have chosen to put foods together. 	Pupils should be taught to: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	• combination • design brief • feel • smell • taste - Design	 Presentation: Speak like an expert. Presentation: Design brief. Presentation: Describing flavours. Flipchart (see Attention grabber). Plates of fruits and vegetables (one sample of each food per child): avocado; spring onion; coriander; parsley; pepper; cucumber. Plates of protein (three samples of each food per child): boiled egg; hummus. Plates of dairy (three samples of each food per child): cheddar cheese; cream cheese. Plastic spoons (one each). Cocktail sticks or forks (one each).
Planning recipes	criteria		Pupils should be taught to: Use the basic principles of a healthy and varied diet to prepare dishes.	- ingredients	out. - Presentation: Design brief.

		I can design three different wraps. I can justify the choice I have made -			 Presentation: Designing wraps. Design brief on flipchart page from Lesson 4: Taste testing ingredients (see Attention grabber). Shop-bought wraps (one per table — see Attention grabber). Colouring pencils (a selection per table — see Main event).
Creatina	To evaluate a dish based on a design criteria.	- I can select the ingredients for my recipe I can identify the equipment needed to prepare different foods I can decide if I like different wraps and choose my favourite.	Cooking and nutrition Pupils should be taught to: Use the basic principles of a healthy and varied diet to prepare dishes.	 appearance evaluate review 	 Presentation: Opposites. Presentation: Design brief. Presentation: Wrap review. Equipment for preparing the wraps (this should be completed ahead of the lesson — see Teacher knowledge). An extra class adult to supervise. Equipment for cutting foods: 1 table knife; 1 green

		• Equipment for
		grating foods:
		ο 1 bσx
		grater;
		o 1 white
		chopping board;
		o 1 green
		chopping
		board;
		o foods to
		grate, such
		as cucumber
		and cheese.
		 Equipment for
		snipping foods:
		0 2 pairs of
		scissors;
		o 2 bowls or
		cups to snip
		into;
		o 2 green
		chopping
		boards;
		 foods to
		snip, such
		as
		coriander,
		parsley and
		spring
		onions.
		Equipment for spreading foods:
		spreading foods:
		o 2 spoons; o 2 table
		O Z TADLE
		knives;
		o foods to
		spread, such as
		such as
		hummus or
		cream
		cheese.

				 Tortillas or sandwich wraps (one each). Equipment for evaluating the wraps (to be used during the lesson). The children's completed wraps (see Main event). A teacher wrap for modelling evaluation (see Main event). Flipchart. 	
Assessment:					
1. What do Create a	1. What do we mean by diet? It is important to What skill should you use to prepare a spring onion? What is a food's appearance? Create a balanced meal?				