

YEAR 2: TUCANA - DESIGN & TECHNOLOGY CURRICULUM FRAMEWORK

Overview of Key Stage 1 Curriculum:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
SUPERHEROES	BEAT BAND BOOGIE	DINOSAUR PLANET
<p>DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Describe how particular foods smell and taste, referring to laminated key words such as crisp, crunchy, juicy, sweet and sour. Sample distinctive flavours like mint, orange, lemon, banana, pepper, pineapple and ginger. Learn about healthy 'superfoods' that a superhero would need to eat to grow strong and stay fit and well. Try following simple recipes to prepare some superfood dishes!</p> <p>DT E1 Explore and evaluate a range of existing products</p> <p>Look at examples of superhero masks. Explain which ones they like and why. Make a design for a superhero mask of their own, using the examples for inspiration. Use paper, card and other materials to cut, stick and fold their masks. Use paper, paint and drawing materials to add details and decoration</p>	<p>DT M2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Make a simple balloon drum! Snip off the mouthpiece from a balloon, then stretch the neck of the balloon over the mouth of the container and fix it with an elastic band. Listen carefully to the sounds made by the different drums, talking about which objects makes good sounds and which ones don't</p> <p>Make a rubber band guitar from recycled packaging and elastic bands. Cut a hole in a box or carton and stretch rubber bands of different thicknesses across it. Pluck the rubber bands to see how their thickness affects the pitch of the sound created</p> <p>DT E2 Evaluate their ideas and products against design criteria</p> <p>Evaluate their design and technology work, displaying their musical instruments to discuss what worked well and what could have been improved.</p>	<p>DT M1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</p> <p>Create a prehistoric landscape! Use different natural materials such as small stones, sand, twigs, rocks and soil and a range of small tools to shape, mould, carry and sift</p> <p>DT M2 Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics</p> <p>Create their own Sockasaurus rex! Stick or sew felt, googly eyes and other decorative materials to a brightly coloured sock. Make stand-up spines by glueing the tops of two triangles together, leaving the bottom parts open, then stick or stitch them to the sock.</p> <p>Make dinosaur sandwiches and biscuits using cutters.</p>

		DT D1 Design purposeful, functional, appealing products for themselves and other users based on design criteria
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
TOWERS, TUNNELS AND TURRETS	WRIGGLE AND CRAWL	LAND AHOY
<p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT M 1, 2; DT E 2</p> <p>Children construct a bridge, to span a specified width, using marshmallows and dried spaghetti. They explore different ways of connecting and structuring their bridges with each group using the same amounts of spaghetti and marshmallows. The bridges are then tested to see which can support the most weight.</p> <p>In addition children work in groups to see which group can make the tallest self-supported tower from art straws.</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT M 1; DT TK 2</p> <p>Children build a model castle using recycled materials, for small world figures. They decorate the castle, adding some typical castle features using papier mache.</p>	<p>DT CN 2 Understand where food comes from. DT M 1, 2</p> <p>Children observe, smell and taste raw honeycomb and a range of local honey in different flavours, following a visit from a local beekeeper. They discuss the taste of each honey and decide which one they prefer. We then use the honey to make delicious baked treats.</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT D 1; DT M 1; DT E 2</p> <p>Children use their knowledge of camouflage and warning colours to design and make a 3-D model of a minibeast.</p>	<p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT E 2</p> <p>In groups children use junk modelling materials to make a raft that will float and can hold the most weight without sinking or capsizing – children will compete in the water play area to see which raft wins!</p> <p>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). DT D 1; DT TK 1; DT E 2</p> <p>We find out about lighthouses, looking at examples from Grace Darling’s time and modern lighthouses of today. They make their own lighthouse to steer ships away from rocky cliffs and dangerous coves using simple circuits to make them light up.</p>