

# YEAR 2 DESIGN & TECHNOLOGY CURRICULUM FRAMEWORK

**St Peter's**  
PRIMARY SCHOOL

## Overview of Key Stage 1 Curriculum:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<b>STREET DETECTIVES</b>	<b>MUCK, MESS AND MIXTURES</b>	<b>TOWERS, TUNNELS AND TURRETS</b>
<p><b>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</b></p> <p>Children make a mini-model of a house, shop or other building from their own community, using a range of small boxes (or from nets). They stick paper to box surfaces and draw features such as windows, bricks, tiles and doors using marker pens and felt tips.</p> <p><b>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</b></p> <p><b>DT M 2; DT CN 2</b></p> <p>We look at the old bakery in the village and think about traditional foods they may have baked. Children work with an adult to bake traditional products which would</p>	<p><b>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</b></p> <p>Children follow a recipe that involves melting ingredients to combine them, such as flapjacks or marshmallow crispy cakes. They predict which ingredients will melt and how the mixture will change when heated and then cooled.</p> <p><b>DT E 1 Explore and evaluate a range of existing products.</b></p> <p>Children taste a range of food and drink from around the world and describe the flavours. Express an opinion on the different foods, recording key words to describe each one.</p> <p><b>DT CN 2 Understand where food comes from.</b></p>	<p><b>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT M 1, 2; DT E 2</b></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><b>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</b></p>

<p>have been baked and sold.</p> <p><b>Curriculum objective: DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.</b></p> <p><b>DT M 1, 2</b></p> <p>Children make a variety of signs that could be placed around the local community to help people remember and inform them to take care of it.</p>	<p>Children sort a range of foods in different ways to show where they have come from. They explain how and why they have sorted the foods in this way.</p> <p><b>DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes.</b></p> <p>Children look at a range of pictures showing healthy and non-healthy meals from around the world. They sort the images into two groups: 'healthy meals' and 'unhealthy meals'.</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><b>SPRING TERM 4</b></p>	<p><b>SUMMER TERM 5</b></p>	<p><b>SUMMER TERM 6</b></p>
<p><b>LAND AHOY</b></p>	<p><b>UNDER CONSTRUCTION</b></p>	<p><b>WRIGGLE AND CRAWL</b></p>
<p><b>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT E 2</b></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><b>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</b></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>	<p><b>DT D1 Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <p><b>DT E2 Evaluate their ideas and products against design criteria</b></p> <p>We talk about the new classroom design and look at initial designs which were made. We discuss what makes a good classroom and learning environment and come up with a number of design success criteria. We then come up with our own classroom designs and assess evaluate these against the criteria we initially came up with.</p> <p><b>DT TK2 Explore and use mechanisms in their products</b></p> <p>We look at a range of machinery that can be found on a building site and what each machine is used for. We discuss the mechanisms which are used to help them move and lift or turn heavy objects. Children then construct cranes capable of picking up a load using a simple pulley system.</p>	<p><b>DT CN 2 Understand where food comes from. DT M 1, 2</b></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><b>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</b></p> <p>Children use their knowledge of camouflage and warning colours to design and make a 3-D model of a minibeast.</p>

