**Rock Ferry Primary School Design and Technology Long Term Overview – Year 2**

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|  | **Target Tracker Assessment Focus** | **Weaving Knowledge, Skills and Understanding** |
| **Cooking and Nutrition: Chinese meal (healthy eating)** | | |
|  | * Understand the need for a variety of food in a diet * Understand that all food has to be farmed, grown or caught * Use a wider range of cookery techniques to prepare food safely | During KS1 pupils should be taught to:   * Use the basic principles of a healthy and varied diet to prepare dishes * Understand where food comes from   Breadth of study:   * Can they describe the properties of the ingredients they are using? * Can they explain what it means to be hygienic? * Are they hygienic in the kitchen? |
| **Processes: House for Plop/stitching bees** | | |
| **Developing, planning and communicating ideas** | * Design purposeful, functional, appealing products for himself/herself and other users based on design criteria * Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. | During KS1 pupils should be taught to:   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Breadth of study:   * Can they think of ideas and plan what to do next? * Can they choose the best tools and materials? Can they give a reason why these are best? * Can they describe their design by using pictures, diagrams, models and words? |
| **Working with tools, equipment, materials and components to make quality products**  **Textiles**  **Use of materials** | * Choose appropriate tools, equipment, techniques and materials from a wide range * Safely measure, mark out, cut and shape materials and components using a range of tools | During KS1 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) * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.   Breadth of study:   * Can they join things (materials/components) together in different ways? * Can they measure textiles? * Can they join textiles together to make something? * Can they cut textiles? * Can they explain why they chose a certain textile? * Can they measure materials to use in a model or structure? * Can they join material in different ways? * Can they use joining, folding or rolling to make it stronger? |

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|  | **Target Tracker Assessment Focus** | **Weaving Knowledge, Skills and Understanding** |
| **Evaluating processes and products** | * Evaluate and assess existing products and those that he/she has made using a design criteria | During KS1 pupils should be taught to:   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   Breadth of study:   * Can they describe what went well with their work? * If they did it again, can they explain what they would improve? |
| **Mechanisms** | * Explore and use mechanisms eg wheels and axles in his/her products | During KS1 pupils should be taught to:   * Explore and use mechanisms (for example wheels and axels), in their products   Breadth of study:   * Can they join materials together as part of a moving product? * Can they add some kind of design to their product? |
| **Construction** | * Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable | During KS1 pupils should be taught to:   * Build structures, exploring how they can be made stronger, stiffer and more stable   Breadth of study:   * Can they make sensible choices as to which material to use for their constructions? * Can they develop their own ideas from initial starting points? * Can they incorporate some type of movement into models? * Can they consider how to improve their construction? |

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Construction** |  | **Mechanisms** | **Textiles** | **Food** |  |
| Build house for Plop |  | Design and make a catapult | Make a honeycomb – sewing. (linked to Bumble Bear) | Healthy Chinese meal |  |