**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?
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| **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?
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| **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?
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| **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?
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| **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 |  |