

D&T Progression Map – Year 2

	Summer 1	Spring 2	Summer 2
Topic	Paddington	Little Evie in the Wild Wood	Robin Hood
Aspect of D&T	Food	Structures	Mechanisms
Focus	Preparing Fruit and Vegetables	Freestanding Structures	Wheels and Axels
Product, user and purpose	Fruit kebabs for themselves and parents at a reading cafe.	A bridge for Little Evie to cross in role play.	Trebuchet for Robin Hood to break down the Sheriff of Nottingham's castle in role play.
Learning Objective (from DC Pro)	<p>I can describe the properties of the ingredients I am using.</p> <p>I can name and sort foods into the 5 food groups.</p> <p>I know that food has to be farmed, grown elsewhere or caught.</p> <p>I can develop my own ideas from initial starting points.</p> <p>I can explain what went well in my work.</p>	<p>I can develop my own ideas from initial starting points.</p> <p>I can think of ideas and plan what to do next.</p> <p>I can choose the best tools and materials.</p> <p>I can joint things (materials, components) in different ways.</p> <p>I can measure materials to use in a structure.</p> <p>I can explain what went well in my work.</p> <p>I can select and explain why I have decided to use certain materials.</p> <p>I can select appropriate adhesives and explain why they are suitable.</p> <p>I can build a model and make it stronger if it needs to be.</p> <p>I can select an appropriate adhesive based on the materials I am using.</p>	<p>I can develop my own ideas from initial starting points.</p> <p>I can think of ideas and plan what to do next.</p> <p>I can choose the best tools and materials.</p> <p>I can joint things (materials, components) in different ways.</p> <p>I can measure materials to use in a model.</p> <p>I can explain what went well in my work.</p> <p>I can select and explain why I have decided to use certain materials.</p> <p>I can select appropriate adhesives and explain why they are suitable.</p> <p>I can build a model and make it stronger if it needs to be.</p> <p>I can select an appropriate adhesive based on the materials I am using.</p>

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Skills	<p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	<p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.
Key Learning/ Technical Knowledge	<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. • Know and use technical and sensory vocabulary relevant to the project. 	<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	<p>Prior learning</p> <ul style="list-style-type: none"> • Assembled vehicles with moving wheels using construction kits. • Explore moving vehicles through play. • Gained some experience of designing, making and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills with card. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.

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Vocabulary	<p>Fruit and vegetable names, names of equipment and utensils.</p> <p>Sensory vocabulary e.g. soft, juicy, crunchy, hard, sweet, sticky, smooth, sharp, crisp, sour.</p> <p>Flesh, skin, pip, seed, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria.</p>	<p>cut, fold, join, fix</p> <p>structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved</p> <p>metal, wood, plastic</p> <p>circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>vehicle, wheel, axle, axle holder, chassis, body, cab</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism</p> <p>names of tools, equipment and materials used</p> <p>design, make, evaluate, purpose, user, criteria, functional</p>
Tools	<p>Range of fresh fruit and vegetables, chopping boards, knives, peelers, graters, juicers, spoons, jugs, blenders.</p>	<p>photographs of various structures</p> <p>construction kits that can be used to construct freestanding structures e.g. walls, towers, frameworks</p> <p>paper, card, plastic sheet, paper and plastic straws, pipe cleaners</p> <p>reclaimed materials including small containers, card boxes, cotton reels</p> <p>string, masking tape</p> <p>PVA glue, Plasticine, left/right handed scissors, hole punch, stapler</p> <p>finishing media and materials</p>	<p>selection of toy vehicles with differently fixed axles</p> <p>card boxes, card, cotton reels, plastic tubing, dowel, clothes pegs, paper sticks/dowel, paper/plastic straws, card discs, MDF wheels</p> <p>single hole punch, card drill, cutting mat, masking tape, PVA glue, paint, thin/thick paint brushes, felt tip pens, decorative paper, double sided sticky fixers, junior hacksaw, vice, scissors</p>