<table>
<tr><td colspan="2">Year 2 National Curriculum objectives: 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.</td></tr>
<tr><td>Year 2 Areas of study:
Baby Bears Chair
Fairground Wheel
Making a Moving Monster</td><td>Design:
Generating and communicating ideas using sketching and modelling.
Selecting a suitable linkage system to produce the desired motions • Designing a wheel Selecting appropriate materials based on their properties.
Creating a class design criteria for a moving monster • Designing a moving monster for a specific audience in accordance with a design criteria.</td></tr>
<tr><td>Make:
Making a structure according to design criteria • Creating joints and structures from paper/card and tape • Building a strong and stiff structure by folding paper. Selecting materials according to their characteristics • Following a design brief. • Making linkages using card for levers and split pins for pivots • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used • Cutting and assembling components neatly.</td><td>Evaluate:
Testing the strength of own structures • Identifying the weakest part of a structure • Evaluating the strength, stiffness and stability of own structure.
• Evaluating different designs • Testing and adapting a design.
• Evaluating own designs against design criteria • Using peer feedback to modify a final design.</td></tr>
<tr><td>Technical:
To know that materials can be manipulated to improve strength and stiffness • To know that a structure is something which has been formed or made from parts • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move • To know that a 'strong' structure is one which does not break easily • To know that a 'stiff' structure or material is one which does not bend easily.
To know that different materials have different properties and are therefore suitable for different uses.
To know that mechanisms are a collection of moving parts that work together as a machine to produce movement • To know that there is always an input and output in a mechanism • To know that an input is the energy that is used to start something working • To know that an output is the movement that happens as a result of the input • To know that a lever is something that turns on a pivot • To know that a linkage mechanism is made up of a series of levers.</td><td>Additional:
To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder • To know that it is important to test my design as I go along so that I can solve any problems that may occur.
To know some real-life objects that contain mechanisms.</td></tr>
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<tr><td colspan="2">Year 2 National Curriculum objectives: Children will be taught to: 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.</td></tr>
<tr><td>Year 2 Areas of study:
A Balanced Diet
Pouches</td><td>Design:
• Designing a healthy wrap based on a food combination which work well together. Designing a pouch.</td></tr>
<tr><td>Make:
Slicing food safely using the bridge or claw grip • Constructing a wrap that meets a design brief.
Selecting and cutting fabrics for sewing • Threading a needle • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric • Neatly pinning and cutting fabric using a template.</td><td>Evaluate:
Describing the taste, texture and smell of fruit and vegetables • Taste testing food combinations and final products • Describing the information that should be included on a label • Evaluating which grip was most effective.
Troubleshooting scenarios posed by teacher.</td></tr>
<tr><td>Knowledge:
To know that 'diet' means the food and drink that a person or animal usually eats • To understand what makes a balanced diet • To know where to find the nutritional information on packaging • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group • To know that nutrients are substances in food that all living things need to make energy, grow and develop • To know that 'ingredients' means the items in a mixture or recipe • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'

To know that sewing is a method of joining fabric • To know that different stitches can be used when sewing • To understand the importance of tying a knot after sewing the final stitch • To know that a thimble can be used to protect my fingers when sewing.</td><td></td></tr>
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Winchelsea Primary School

Year 2 Progression for DT