

Design and Technology – Y2 KAPOW 2024

<p align="center"><u>Honesty</u></p> <p>Learning to communicate with confidence Asking for help when necessary Receiving criticism kindly</p>	<p align="center"><u>Love</u></p> <p>Offering to help Giving praise to self and others</p>	<p align="center"><u>Forgiveness</u></p> <p>Being able to accept kind criticism Learn to be patient when sharing</p>	<p align="center"><u>Respect</u></p> <p>Appreciating the efforts of others Looking after equipment, materials, the classroom environment and each other's work</p>	<p align="center"><u>Cultural Capital Opportunities</u></p> <p>Investigating products in the school environment, the locality and at home Learning about the impact of nutrition on health Learn about significant designers who have shaped the locality, the UK and the world- Learning where food comes from Learning to use unfamiliar equipment and materials</p>		
<p align="center"><u>Love Of Language</u></p> <p><u>Reading:</u> Reading technical and other key vocabulary Reading instructions Reading age appropriate information about designers and products Reading peers' writing</p> <p><u>Listening:</u> Listening to instructions Listening to video clips Listening to partners and team members</p> <p><u>Speaking:</u> Communicating with partners and team members Asking questions Using technical and other key vocabulary Describing and explaining ideas, decisions and opinions</p> <p><u>Writing:</u> Labelling drawings Writing technical and other key vocabulary Writing instructions Writing product evaluations</p>	<p align="center"><u>Aspirations</u></p> <p>Identify the ways a product will meet the design criteria Identify the positive effect the product will have on the intended user Self-evaluate their use of equipment and skills and set their own targets for improvement</p>	<p align="center"><u>Bringing Learning To Life</u></p> <p>Evaluating a variety of existing products Visits to the locality to investigate products Teacher to bring in photos for children to sort. Practical use of a range of techniques and materials Making products that function and are appealing</p>	<p align="center"><u>Emotional Well-Being</u></p> <p>Learning to be supportive and cooperative Being proud of what they have accomplished</p>	<p align="center"><u>Resilience</u></p> <p>Being willing to take risks Persevering with new techniques and equipment Know that practise brings improvement</p>	<p align="center"><u>Valuing Our Diversity</u></p> <p>Learning about foods from around the world Finding out about and valuing people's preferences</p>	<p align="center"><u>Respect and Responsibility</u></p> <p>Listening to safety instructions and using equipment with care Looking after equipment, materials, the classroom / local environment and each other's work Giving praise (to self as well as others) Giving criticism kindly Accept kind criticism Asking for help when necessary Offer to help Learn to be patient when sharing</p>

What will they learn?		In what order?			End points
Key Concepts	Key Skills	Autumn	Spring	Summer	
<p>Design:</p> <ul style="list-style-type: none"> 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. <p>Make:</p> <ul style="list-style-type: none"> 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. <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate a 	<p>Structures:</p> <p>Build structures such as windmills and chairs, exploring how they can be made stronger, stiffer and more stable. Recognise areas of weakness through trial and error.</p> <p>Mechanisms:</p> <p>Introduce and explore simple mechanisms, such as sliders, wheels and axles in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.</p> <p>Textiles:</p> <p>Explore different methods of joining fabrics and experiment to determine the pros and cons of each technique. KS2 only* Create functional electrical products that use series circuits,</p> <p>Cooking and Nutrition:</p> <p>Learn about the basic rules of a healthy and varied diet to create dishes. Understand where food comes from, for example plants and animals.</p>	<p>Mechanisms</p> <p>Fairground Wheel.</p> <p>Designing and creating a functional fairground wheel so that the wheel rotates and the structure stands freely.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/new-mechanisms-fairground-wheel/</p>	<p>Structures:</p> <p>Constructing a windmill (4 lessons)</p> <p>Construct a windmill to complete a request from a user. Develop an understanding of different types of windmill, how they work and their key features. Begin to use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/new-structures-constructing-a-windmill/</p> <p>Textiles:</p> <p>Puppets (4 lessons)</p> <p>Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.</p>	<p>Mechanisms</p> <p>Wheels and axles (4 lessons)</p> <p>Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-wheels-and-axles/</p> <p>Cooking and Nutrition</p> <p>Smoothies (6 lessons)</p> <p>Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a</p>	<p>Autumn:</p> <p>Fair ground Wheels</p> <ul style="list-style-type: none"> Describe how axles help wheels move a vehicle and design and label a working fairground wheel. Describe the properties of different materials and select appropriate materials for the wheel. Build a stable structure, test elements of the design and adapt the design as necessary. Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary. Recall that a survey is used to find out what people like, tally results and use the results to inform the design. Add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point. <p>Cooking and Nutrition:</p> <p>A balanced Diet</p> <ul style="list-style-type: none"> Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan. <p>Spring:</p> <p>Mechanisms: Making a moving monster</p> <ul style="list-style-type: none"> Identify the correct terms for

<p>range of existing products.</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Understands where food comes from. 			<p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/</p>	<p>smoothie they will make, with accompanying packaging.</p> <p>https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/cooking-and-nutrition-smoothies/</p>	<p>levers, linkages and pivots.</p> <ul style="list-style-type: none"> Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Create and evaluate two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Assemble the monster and attach them to their linkages without affecting their functionality. <p>Structures: Baby bear's chair</p> <ul style="list-style-type: none"> Identify man-made and natural structures. Identify stable and unstable structural shapes. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable. <p>Summer:</p> <p>Textiles: Pouches</p> <ul style="list-style-type: none"> Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join
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					<p>the two pieces of fabric together.</p> <ul style="list-style-type: none">• Decorate their pouch using the materials provided
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