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| **Design & Technology**  **(Y2 scheme)** | | |
| **Term 1**  DT: Mechanisms - Moving Monster | | |
| Vocabulary | Knowledge | Objectives |
| axle  design criteria  Input  linkage  mechanical  output  pivot | Identify the correct terms for levers, linkages and pivots.  Analyse popular toys with the correct terminology.  Create functional linkages that produce the desired input and output motions.  Design monsters suitable for children, which satisfy most of the design criteria.  Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.  Select and assemble materials to create their planned monster features.  Assemble the monster to their linkages without affecting their functionality. | 1. To look at objects and understand how they move. 2. To look at objects and understand how they move. 3. To explore different design options. 4. To make a moving monster. |
| **Term 2**  DT: Cooking and Nutrition - A Balanced Diet | | |
| Vocabulary | Knowledge | Objectives |
| appearance  balanced diet  carbohydrates  dairy  design brief  evaluate | 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. | 1. To recognise foods and their food groups. 2. To identify the balance of food groups in a meal. To identify an appropriate piece of equipment to prepare a given food. 3. To select balanced combinations of ingredients. 4. To design based on criteria. 5. To evaluate a dish based on design criteria. |
| **Term 3**  DT: Structures - Baby’s Bear Chair | | |
| Vocabulary | Knowledge | Objectives |
| design criteria  man-made  properties  structure  stable  model | Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions.  Identify features that make a chair stable.  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. | 1. To explore the concept and features of structures and the stability of different shapes. 2. To understand that the shape of the structure affects its strength. 3. To make a structure according to design criteria. To produce a finished structure and evaluate its strength, stiffness and stability. |