

Mersey Park Primary School Design and Technology Long Term Overview – Year 2



	Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
Cooking and Nutrition: Pasta salad		
	<ul style="list-style-type: none"> • 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 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Breadth of study:</p> <ul style="list-style-type: none"> • 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?
Processes: Finger puppet, Vehicle		
Developing planning and communicating ideas	<ul style="list-style-type: none"> • 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 	<p>During KS1 pupils should be taught to:</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>Breadth of study:</p> <ul style="list-style-type: none"> • 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?
Working with tools, equipment, materials and components to make quality products Textiles Use of materials	<ul style="list-style-type: none"> • 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 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks, (or 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>Breadth of study:</p> <ul style="list-style-type: none"> • Can they join things (materials/components) together in different ways? • Can they measure textile? • 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?

Evaluating processes and products	<ul style="list-style-type: none"> Evaluate and assess existing products and those that he/she has made using s design criteria 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Breadth of study:</p> <ul style="list-style-type: none"> Can they explain what went well with their work? If they did it again, can they explain what they would improve?
Mechanisms	<ul style="list-style-type: none"> Explore and use mechanisms e.g. wheels and axles, in his/her products 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> explore and use mechanisms, (for example levers and sliders), in their products. <p>Breadth of study:</p> <ul style="list-style-type: none"> Can they join materials together as part of a moving product? Can they add some kind of design to their product?
Construction	<ul style="list-style-type: none"> Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable <p>Breadth of study:</p> <ul style="list-style-type: none"> 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?