

Design Technology - Medium term plan			
Year group : Year 2	Topic : Fire Engines		Focus : axels and wheels
<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 range of existing products 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. 			
<p>Prior learning experiences From y1</p> <ul style="list-style-type: none"> Design – create a design using design criteria {a chair suitable for a bear} Make – make a chair for baby bear that is strong enough for a bear Make – find ways of making the structures strong enough for the bear Evaluate – Explain what they like and dislike, show how to improve chair Evaluate – identify key features of a chair <p>Technical knowledge – how to make structures stronger</p>		<p>Endpoints</p> <ul style="list-style-type: none"> Design – create a design using design criteria (fire engine) Make – make a fire engine with wheels that move Make – find ways of making wheels and an axle Evaluate – Explain what they like and dislike, show how to improve fire engine Evaluate – identify key features of a fire engine Technical knowledge – make an axel and wheels so that the fire engine moves 	
<p>Sticky vocabulary Design, design criteria, evaluate, axel, testing, wheels,</p>			
Design	Make	Evaluate	Technical knowledge

<p>Can design their own product based on a design criteria</p> <p>Can generate a plan of their design communicating their ideas through talking, drawing, mock-ups and ICT (where appropriate).</p> <p>Can use knowledge of existing products to help come up with ideas, such as story books with moving parts, variety of puppets, selection of vehicles.</p> <p>Can model ideas by making templates and mock ups of design</p>	<p>Can select tools such as scissors, a hole punch, a stapler, a needle, knives or graters and use correct vocabulary to name and describe them.</p> <p>Can cut and score with some accuracy and use hand tools such as scissor a stapler, a needle, knives or graters, safely and appropriately. (Pizzas, Puppets and vehicles)</p> <p>Can select and use a wide range of materials such as card, paper, felt, fabric and other art materials for decoration (sequins, buttons, ribbon) and ingredients in different ways.</p> <p>Can start to assemble, join and combine materials in a variety of ways e.g. glue, tape, split pins, needle and thread.</p>	<p>Can evaluate their work against their design criteria, and identify strengths and possible changes they might make</p> <p>Can look at a range of existing products, (story books with moving parts, variety of puppets, selection of fruit and vegetables) and explain what they like and dislike about them and why.</p>	<p>Can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Can make a product move using simple mechanisms such as slider, axels.</p> <p>Can make a product which moves.</p> <p>Safety using equipment such as needles, knives, scissors etc.</p> <p>Create a piece of work using wheels and axels</p>
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