

# The Northway Curriculum

Year 2

Design Technology

Unit One

Wheels and Axles



LO Examine different products that have wheels and axles, how are the wheels attached and move.		
LO Designing my moving vehicles		
LO Making axles and attaching wheels		
LO Adding the axles to my vehicle		
LO Evaluating my model, what went well and how would I make it differently next time.		

Year 2 Design Technology Unit 1	
<b>Designing</b> Generate ideas and communicate these through drawing/ discussion	
<b>Making</b> Select tools and equipment to perform tasks such as cutting and joining Select materials suitable for their design	
<b>Evaluating</b> Explore a range of products with wheels and axles Evaluate their ideas throughout the making process.	
<b>Technical Knowledge and Understanding</b> Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.	

<b>Technical Vocabulary</b>
Vehicle, wheel, axle, axle holder, chassis, body, cab, design criteria
<b>Prior Learning</b>
<ul style="list-style-type: none"> <li>• Assembled vehicles with moving wheels using construction kits.</li> <li>• Explore moving vehicles through play.</li> <li>• Gained some experience of designing, making and evaluating products for a specified user and purpose.</li> <li>• Developed some cutting, joining and finishing skills with card.</li> </ul>

# The Northway Curriculum

## Year 2

## Design Technology

## Unit Two

### Sliders and Levers



**LO: Investigate and explore books that have moving parts**

**LO: Investigating different levers**

**LO: Choosing a lever for my picture**

**LO Making a lever to move my character**

**LO Evaluate my lever and say how I could make it better**

### Year 2

### Design Technology

### Balance Objectives

#### Design

Generate ideas based on simple design criteria and their own experiences, explaining what they could make.

- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.

#### Making

Plan by suggesting what to do next.

- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.

#### Evaluating

Explore a range of existing books and everyday products that use simple sliders and levers.

- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

#### Technical Knowledge and Understanding

Explore and use sliders and levers.

- Understand that different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.

### Technical Vocabulary

**Slider, lever, pivot, slot, bridge/guide, pull, push, design criteria/ specification**

### Prior Learning

- Early experiences of working with paper and card to make simple flaps and hinges.
- Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.

# The Northway Curriculum

## Year 2 Design Technology

### Design

Design an appealing product for a particular user based on simple design criteria.

Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.

Communicate these ideas through talk and drawings.

### Making

Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.

- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

### Evaluating

Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.

Evaluate ideas and finished products against design criteria, including intended user and purpose.

### Technical Knowledge and Understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.

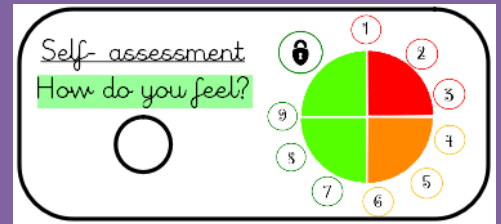
# The Northway Curriculum

Year

Design Technology

Unit Three

Preparing fruits and vegetables



LO: Researching different types of fruit. Where are they grown and how do they get to us in the UK

LO: Taste testing of different fruits. Which do they prefer? Collecting data to decide which fruits to use in their recipe. Draw/ write their recipe (use quantities/ weights where possible).

LO: Preparing our fruit, how can we make our product look attractive so people want to eat it?

LO: Evaluation of our final product

## Technical Vocabulary

fruit and vegetable names,  
 names of equipment and utensils  
 sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  
 flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate,

## Prior Learning

Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.

- Experience of cutting soft fruit and vegetables using appropriate utensils.