

Whitefield Primary School - Long Term Curriculum Overview - Key Stage 1

**DT - Year 2**

All DT should follow 4 stages:

- RESEARCH - artists, designers, make notes, take photos, explore likes, dislikes, (this will inspire own ideas)
- DEVELOP OWN IDEAS - practise skills and own ideas, try things out
- MAKE FINAL IDEA
- EVALUATE - successes? changes? improvements?

	Autumn 1 DT	Autumn 2 DT	Spring 1 DT	Spring 2	Summer 1	Summer 2
Year 2	<p><u>LC - Would You Rather Live Here Or On The Island Of Struay?</u></p> <p><b><u>Structures</u></b> <b><u>Freestanding Structures</u></b> Making a rocking chair for Grandma (Katie Morag story)</p> <p>Use Projects on a page - Y1/2 Structures</p> <p><b><u>KNOWLEDGE AND RESEARCH</u></b> Walk around the school and the local area to explore structures e.g. playground equipment, street furniture, walls, towers, bridges. Take photos to discuss.</p> <p>Questions: What are the different structures called? What is their purpose?</p>	<p><u>LC - Why would a dinosaur not make a good pet?</u></p> <p><b><u>Mechanisms Sliders and Levers</u></b> Use Projects on a page - Y1/2 Sliders and Levers</p> <p>Make a pop-up book to retell the story Harry and his Bucket full of Dinosaurs</p> <p><b><u>KNOWLEDGE AND RESEARCH</u></b> - Research and explore books and cards which have moving parts including sliders and levers.</p>	<p><u>LC - Do You Believe in Magic?</u></p> <p><b><u>Food</u></b> <b><u>Make food for Cinderella's ball.</u></b></p> <p>Use ASDA recipe - Rainbow couscous salad</p> <p><b><u>KNOWLEDGE AND RESEARCH</u></b> Introduce children to different grains and their contribution to a healthy diet.</p> <p>Children should learn that grains are starchy foods providing the body with energy and important nutrients.</p> <p><b><u>DEVELOP IDEAS</u></b> Practise and try out skills.</p>			

<p>Who have they been made for?          What materials have been used in their construction?          How have different parts been joined?          What makes them strong?          How have they been made stable?</p> <p>Stick photos in DT book and annotate using correct technical vocabulary about their structure, materials and shape e.g. base, joint, metal, wood, plastic, cuboid, triangle etc</p> <p>Create a word bank of technical vocabulary to refer to throughout the project.</p> <p><b><u>DEVELOP OWN IDEAS</u></b>          Practise skills and try out things.</p> <p>Demonstrate measuring, marking out, cutting, joining and finishing techniques using different tools and equipment.</p> <p>Practise with card, plasticine, pipe cleaners, straws, matchsticks, boxes, tape, glue, tubes etc</p> <p>Test out stability and strength.</p> <p>Use construction kits to explore</p>	<p>Questions:          What is it?          Who is it for?          What part moved?          How did it move?          How does the mechanism work?          Does it move well?</p> <p>In discussion include technical vocabulary to be used throughout the project:          Lever, pivot, slider, left/right, push/pull, up/down, forwards/backwards</p> <p>Take photos and annotate in DY book.          Identify the different parts and record what they do.          Use Seesaw and record pupil voice explaining how the products move.</p> <p><b><u>DEVELOP OWN IDEAS -</u></b>          practise skills and try things out before making product.</p> <p>Teacher</p>	<p>Children will become familiar with naming and using a range of cooking equipment and demonstrate basic food preparation skills such as measuring, snipping, juicing and mixing.</p> <p>Research and discuss types of starchy foods - e.g. couscous, potatoes, rice, pasta, bread, cassava and yam.          Discuss how these foods would be prepared and served and record observations in sketchbook.          Have tasting sessions and record thoughts about how these foods look/ taste.</p> <p>Show the children step by step stages in making this rainbow couscous salad.</p> <p>Explain importance of health and safety before cooking - hair tied up, jewellery removed, sleeves rolled up, apron, wash hands</p> <p><b><u>MAKING</u></b>          In 4s follow the recipe to make the salad. Take photos and record skills demonstrated in the process to be put on Seesaw or in sketchbook as evidence for</p>				
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<p>these qualities. Children should experience using a range of materials to create different models. Take photos throughout and record thoughts on their investigations.</p> <p>Can they recreate a structure they have seen in the area? Is it strong enough, stable enough.</p> <p>Practise folding paper and card in different ways to increase strength. How can joins be made stronger? Practise making a free-standing structure that could hold a load without falling over.</p> <p><b><u>MAKE FINAL IDEA</u></b> Design and make a rocking chair for Grandma linked to the Katie Morag story.</p> <p>Think about in the design, the user, purpose, materials needed, how to make it strong and stable.</p> <p>The final product must be free standing and strong enough to carry a teddy or other small doll.</p> <p>Assemble and make the product</p>	<p>demonstrates how a slider works (side to side or up and down) e.g. showing how a snail appears from behind a stone</p> <p>or a lever (a rigid bar which moves around a pivot) e.g. showing butterfly flying to a flower</p> <p>Show children and discuss how each move. Children replicate the slider and lever shown. They could try different pictures to move like cars on a road, fish in the sea, rabbit in a hat, boat on the water, dinosaur in a cave/ bucket etc</p> <p><b><u>MAKE FINAL IDEA</u></b> Design, make a moving storyboard to retell part of Harry's Bucketful of Dinosaurs story</p> <p>Discuss ideas and</p>	<p>assessment and monitoring.</p> <p><b><u>EVALUATE</u></b> Eat the salad that has been prepared and discuss what it is like.</p> <p>What does it look like? What does it smell like? What does it taste like? What texture does it have? Encourage the children in their choice of vocabulary and make a record of their observations.</p> <p>What other ingredients could have been added? Encourage them to think about other vegetables or fruit. Its name of 'Rainbow' might help with other suggestions, think of other foods which might add colour to it.</p> <p>Discuss how it could be served. As a main meal? Side dish? If it was a main meal what could be served with it?</p> <p>Record all comments in the evaluation process.</p>				
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	<p>using materials of their choosing.</p> <p><b><u>EVALUATE</u></b>  Evaluate the finished product. Did it match the design criteria?  Is it able to stand up on its own?  Is the product strong and stable enough o hold a small doll or teddy?  Record evaluations in DT book and on Seesaw using pupil voice. Explain what worked well and any successes.  Is there anything that had to be changed with the design and why?  Would you do anything different next time? Why?</p>	<p>what resources will be needed.</p> <p>Use skills practised to create a moving storyboard and the finishing techniques which might be used such as digital graphics, felt pens, collage etc</p> <p><b><u>EVALUATE</u></b>  What is successful?  What worked well?</p> <p>Would you change anything and how would you make these improvements?</p> <p>Record evaluations in DT book using technical vocabulary learned.</p>				
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