



## Year 2: D&T

Designing and Evaluating	Making	Cookery and Nutrition <i>*Revisit and Recall Opportunities</i>
<b>D1</b> I can explore objects and designs to identify likes and dislikes of the designs.	<b>M1 Materials</b> I can cut materials safely using tools provided.	<b>C1</b> I can cut ingredients safely and hygienically.
<b>D2</b> I can say what materials and tools I will use from a limited selection and justify my choices.	<b>M2 Materials</b> I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	<b>C2</b> I can cut, peel or grate ingredients safely and hygienically.
<b>D3</b> I can suggest improvements to existing designs to my own and others work.	<b>M3 Materials</b> I can measure and mark out to nearest cm.	<b>C3</b> I can measure or weigh using measuring cups or electronic scales.
<b>D4</b> I can explore how products have been created.	<b>M4 Materials</b> I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	
<b>D5</b> I can model simple designs using software.	<b>M5 Textiles</b> I can shape textiles using templates.	
<b>D6</b> I can refine the design as work progresses.	<b>M6 Textiles</b> I can join textiles using running stitch.	
	<b>M7 Textiles</b> I can colour and decorate textiles using number of techniques.	
	<b>M8 Electricals and electronics</b> I can recognise if a battery operated device works or not.	
	<b>M9 Electricals and electronics</b> I can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).	



## Year 2 topic coverage

<b>Autumn</b> <i>Where in the World is Knypersley?</i>	<b>Spring</b> <i>Africa</i>	<b>Summer</b> <i>I spy marmalade sandwiches (London)</i>
D1, D2, D3, D4, D5, D6 M1, M2, M3, M4	D1, D2, D3, D4, D5, D6 M5, M6, M7	D1, D2, D3, D4, D5, D6 M8, M9 C1, C2, C3
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b><u>Designing and Evaluating:</u></b> Explore, object, product, deconstruct, find how they have been made, design, begin to describe, likes, dislikes, select, tools, ruler, pens and pencils for marking, scissors, hole punch, stapler, hammer, saw, screw driver, drill, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, limited selection, choice, justify, suggest, improve, existing designs, own work, others work, clear purpose, intended user (audience), drawing, sketching, design using simple software, discuss, share, refine as work progresses, guided evaluation, like, dislike, fit for purpose, test, change.</p> <p><b><u>Making:</u></b></p> <p><b><u>Materials</u></b> cut, tear, fold, curl, shape, safely, tools, scissors, hammer, saw, screw driver, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, measure, mark out, nearest, centimetre, tools, ruler, pens</p>	<p><b><u>Designing and Evaluating:</u></b> Explore, object, product, deconstruct, find how they have been made, design, begin to describe, likes, dislikes, select, tools, ruler, pens and pencils for marking, scissors, hole punch, stapler, hammer, saw, screw driver, drill, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, limited selection, choice, justify, suggest, improve, existing designs, own work, others work, clear purpose, intended user (audience), drawing, sketching, design using simple software, discuss, share, refine as work progresses, guided evaluation, like, dislike, fit for purpose, test, change.</p> <p><b><u>Making:</u></b></p> <p><b><u>Textiles</u></b> join, stitch, running stitch, shape, template, colour, red, blue, yellow, green, orange, pink, purple, black, white, brown, decorate, decorative materials, paint, pompoms, feathers, sequins, range of techniques, paint, print, sew</p>	<p><b><u>Designing and Evaluating:</u></b> Explore, object, product, deconstruct, find how they have been made, design, begin to describe, likes, dislikes, select, tools, ruler, pens and pencils for marking, scissors, hole punch, stapler, hammer, saw, screw driver, drill, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, limited selection, choice, justify, suggest, improve, existing designs, own work, others work, clear purpose, intended user (audience), drawing, sketching, design using simple software, discuss, share, refine as work progresses, guided evaluation, like, dislike, fit for purpose, test, change.</p> <p><b><u>Making:</u></b></p> <p><b><u>Electricals and electronics</u></b> recognise, notice, say, battery operated, run, working, not working, device, diagnose, faults, low battery, water damage, battery terminal, damage.</p>



<p>and pencils for marking, scissors, hole punch, stapler, hammer, saw, screw driver, drill, joining, range of techniques e.g. gluing, hinging, put together (combine) to strengthen.</p>		<p><b>Cookery and Nutrition:</b> Cut, peel, grate, ingredients, names of ingredients, prepare, safely, hygienically, clean, measure, weigh, utensils, measuring cups, electronic scales, knife, grater, peeler, chopping board, chop, cut, slice, mix, stir.</p>
<p><b>I will know</b></p>	<p><b>I will know</b></p>	<p><b>I will know</b></p>
<ul style="list-style-type: none"> <li>• That products can have a design (planning stage) before they are made.</li> <li>• How to explore and discuss designs and objects.</li> <li>• That I can have likes and dislikes when it comes to designs and objects/products.</li> <li>• How to describe what I like about a certain design or object/product.</li> <li>• How to describe what I dislike about a certain design or object/product.</li> <li>• That there are a range of materials that can be used to create an object/product.</li> <li>• That there are a range of tools that can be used to create an object/product.</li> <li>• How to say which materials I select from a limited selection and justify my choices.</li> <li>• How to say which tools I select from a limited selection and justify my choices.</li> <li>• That I can look at and discuss my current designs saying what I may change.</li> </ul>	<ul style="list-style-type: none"> <li>• That products can have a design (planning stage) before they are made.</li> <li>• How to explore and discuss designs and objects.</li> <li>• That I can have likes and dislikes when it comes to designs and objects/products.</li> <li>• How to describe what I like about a certain design or object/product.</li> <li>• How to describe what I dislike about a certain design or object/product.</li> <li>• That there are a range of materials that can be used to create an object/product.</li> <li>• That there are a range of tools that can be used to create an object/product.</li> <li>• How to say which materials I select from a limited selection and justify my choices.</li> <li>• How to say which tools I select from a limited selection and justify my choices.</li> <li>• That I can look at and discuss my current designs saying what I may change.</li> </ul>	<ul style="list-style-type: none"> <li>• That products can have a design (planning stage) before they are made.</li> <li>• How to explore and discuss designs and objects.</li> <li>• That I can have likes and dislikes when it comes to designs and objects/products.</li> <li>• How to describe what I like about a certain design or object/product.</li> <li>• How to describe what I dislike about a certain design or object/product.</li> <li>• That there are a range of materials that can be used to create an object/product.</li> <li>• That there are a range of tools that can be used to create an object/product.</li> <li>• How to say which materials I select from a limited selection and justify my choices.</li> <li>• How to say which tools I select from a limited selection and justify my choices.</li> </ul>



- How to say/give my suggestions for improvements to my own and others current designs.
- That products are created by putting/joining materials together.
- How to explore and discuss how products have been created.
- That designs can be made on a computer using software.
- The name of the software that I can use to design a product.
- How to design a product using computer software.
- That refine means to change and improve my ideas and designs as work progresses.
- That designs can change throughout the building process.
- How to adapt my designs as I make.

### Materials

- That there are a range of materials that I can use to create a product.
- That materials can be cut using scissors.
- How to hold scissors properly.
- How to cut into a range of materials using scissors.
- That there are different cutting and shaping techniques that I can use.
- That the cutting and shaping techniques include tearing, folding, and curling.
- How to tear different materials.
- How to fold different materials.
- How to curl different materials.

- How to say/give my suggestions for improvements to my own and others current designs.
- That products are created by putting/joining materials together.
- How to explore and discuss how products have been created.
- That designs can be made on a computer using software.
- The name of the software that I can use to design a product.
- How to design a product using computer software.
- That refine means to change and improve my ideas and designs as work progresses.
- That designs can change throughout the building process.
- How to adapt my designs as I make.

### Textiles

- That fabric can be cut into different shapes.
- That I can use a template to help me cut the fabric to the shape that I want.
- How to cut shapes out of fabric.
- How to use a template to support me when cutting fabric so that I achieve the shape that I want.
- That fabric can be coloured using other media (pens, crayons etc).
- That fabric can be decorated by adding other media to it (gluing).
- That fabric can be joined through the technique of sewing.
- That one way to join fabric is through running stitch.
- How to join fabric using running stitch.

- That I can look at and discuss my current designs saying what I may change.
- How to say/give my suggestions for improvements to my own and others current designs.
- That products are created by putting/joining materials together.
- How to explore and discuss how products have been created.
- That designs can be made on a computer using software.
- The name of the software that I can use to design a product.
- How to design a product using computer software.
- That refine means to change and improve my ideas and designs as work progresses.
- That designs can change throughout the building process.
- How to adapt my designs as I make.

### Electricals and electronics

- That some devices are operated by batteries and that some are not.
- That when a device is operated by batteries, these batteries can run out and may need changing.
- How to test to see if a battery-operated device is working or not.
- That faults in battery operated devices can be diagnosed.
- That faults can include low battery, water damage or damage to the battery terminal.



- That a cm is a unit of measurement.
- That a cm can be measured using a ruler/tape measure.
- How to use a ruler/tape measure to measure to the nearest cm.
- That I can mark fabric to show where I want to cut.
- How to mark fabric.
- That materials can be joined using different techniques including gluing, hinging, and combining.
- That materials can be joined to strengthen them.
- How to join materials using the techniques of gluing, hinging, and combining.
  
- How to share, discuss and verbally reflect on my work/creations.

- That fabric can be coloured using a range of other media (pens, crayons, paint, pastel etc).
- That fabric can be decorated by adding other media to it (gluing, stitching).
- How to colour fabric using a range of media such as pens, crayons, paint, and pastels.
- How to decorate fabric by gluing and stitching decorative items to it e.g. sequins and buttons.
  
- How to share, discuss and verbally reflect on my work/creations.

- How to find a fault with a battery-operated device.

### Cookery and Nutrition

- That the word ingredients mean a collection of foods that we are using to create a dish/meal.
- That to prepare the ingredients I need to cut, peel, and grate them.
- That I can use a knife to cut ingredients.
- How to cut the ingredients using a knife.
- That I can use a peeler to peel ingredients.
- How to peel the ingredients using a peeler.
- That I can use a grater to grate ingredients.
- How to use a grater to grate ingredients.
- That safety when preparing or cooking meals is important.
- That hygiene when preparing or cooking meals is important.
- How to prepare the ingredients safely.
- How to prepare the ingredients in a hygienic way.
- That I can measure or weigh ingredients using measuring cups or electronic scales.
- How to measure or weigh ingredients using measuring cups or electronic scales.
  
- How to share, discuss and verbally reflect on my work/creations.