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| **D and T****Class 2****Cycle B** |
| **Knowledge** |
| **Topic** | **Vocabulary** |  |
| **Wheels and axles: Making a vehicle (Fire-engine**) | vehicle, wheels, axle, chassis, fire-engine, lights, hose, features, dowel, hacksaw, cut, stick, glue gun | **Design: Developing, planning and communicating ideas*** I can design a fire engine inspired by our work in history and by visitors from the fire service
* I can describe how my fire engine will move
* I can use knowledge of toy cars to help generate my ideas
* I can explore wheels and axles using construction kits and different components
* I can explore different ways to attach my axle and wheels to my vehicle
* I can develop and communicate my ideas through talking and drawing

**Make*** I can plan using a sequence of pictures in order to show what I will do
* I can use a range of tools safely to cut different materials and with some accuracy
* I can follow procedures for safety (e.g. use of saw to cut, glue gun)
* I can measure, mark out, cut and shape materials and components
* I can use finishing techniques to add detail to my fire engine, e.g. lights, hose

**Evaluate*** I can talk about my ideas and suggest improvements as I work

**Technical Knowledge** * I can explore wheels and axles to make my vehicle move
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| **Cooking: Apple related** | food, farming, food groups,Eatwell plate, portions, prepare, cut, peel, chop, grate, hygiene | **Cooking and Nutrition*** I know that all food comes from plants or animals
* I know that food has to be farmed, grown elsewhere (e.g. at home) or caught
* I can name and sort food into the groups on the Eatwell plate
* I know that everyone should eat at least 5 portions of fruit or vegetables every day
* I can prepare simple dishes safely and hygienically, without using a heat source
* I can cut, peel, chop and grate foods

**Design*** I can generate ideas based on my own experiences
* I can develop and communicate my ideas by talking and drawing

**Make*** I can use equipment safely
* I can follow procedures for safety

**Evaluate**I can suggest how my product could be improved |
| **Hand Puppets** | puppet, hand, pop-up, string, fabric, glue, stitch, needle, thread, sew | **Design: Developing, planning and communicating ideas*** I can base my puppet on imaginary and story based contexts
* I can say who my target audience is and whether it is for myself or others
* I can generate ideas drawing on my own experience
* I can use existing puppets to help come up with ideas
* I can develop and communicate my ideas though talking and drawing

**Make*** I can use a range of tools safely to cut, shape and join fabrics and materials
* I can measure, mark out, cut and shape materials
* I can use finishing techniques to add detail to my puppet, e.g. eyes, hair

**Evaluate*** I can suggest how my puppet can be improved

**Technical Knowledge** * I can explore different ways of joining fabrics, e.g. use fabric glue, sewing
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| **Skills** |

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| KS1Including direct referenceto national curriculum aims | **Cooking and Nutrition**Understand and apply the principles of nutrition and learn how to cook | **Design: Developing, Planning and Communicating Ideas** | **Make**Working with tools, equipment, materials and components to make quality products | **Evaluate**Evaluating processes and products | **Technical Knowledge**Develop technical expertise and knowledge |
| Understand context, users and purpose | Generate, develop, model and communicate ideas |
| KS1 | * That all food comes from plants or animals
* That food has to be farmed, grown elsewhere (e.g. home) or caught
* How to name and sort foods into the five groups of the Eatwell plate
* That everyone should eat at least five portions of fruit or vegetables every day
* How to prepare simple dishes safely and hygienically, without using a heat source
* How to use techniques such as cutting, peeling, basic chopping and grating.
 | * Work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment
* State their products and target audience.
* Say whether their products are for themselves or for other users
* Describe what their products are for
* Say how their products will work
* Say how they will make their products suitable for their intended users
* Use simple design criteria to help develop their ideas
* Identify a target for what they intend to design and make based on design criteria
* Generate ideas by drawing on their own experiences
* Use knowledge of existing products to help come up with ideas
* Develop and communicate ideas by talking and drawing
* Model ideas by exploring materials, components and construction kits and by making templates and mock-ups
* Use ICT to develop and communicate ideas
 | * Plan by suggesting what to do next
* Use a range of tools and equipment safely, explaining their choices.
* Select from a range of materials and components according to their characteristics
* Follow procedures for safety.
* Measure, mark out, cut and shape materials and components
* Assemble, join and combine materials and components
* Use finishing techniques, including those from art and design
 | * Talk about their design ideas and what they are making
* Make simple judgements about their products and ideas against design criteria
* Suggest how their products could be improved
 | * Explore the uses of mechanisms such as levers, sliders, wheels and axles
* How freestanding structures can be made stronger, stiffer and more stable
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