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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 |
| **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 |
| **Skills** | | |

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| KS1  Including direct reference  to 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 |