

# Design and Technology

## Year 2 Key Concepts

<p><b><u>Design</u></b></p>	<p><b><u>Design and Technology Key Concepts</u></b></p> <p>I can state what my product is for and how it will work.</p> <p>I can state what my product is and who it is for (myself or others),</p> <p>I use simple design criteria to help develop their ideas. I generate and communicate my ideas through simple drawings and labels (and including methods mentioned in yr 1)</p> <p>I explore a variety of materials, components and construction kits.</p>	<p><b><u>Forest School Link</u></b></p> <p>Children design and make things for the outdoors, like shelters, bird feeders, or bug hotels etc. They explain what their product is for, who it is for and how it works.</p> <p>Children aren't given a specific design criteria, however there are challenges set at times for children to build a house for an animal, a park for the insects etc.</p> <p>Children might talk about what they are going to make and how they envisage it looking on completion. Children have access to pens/pencils and paper if they choose to draw and design what it is they want to make before the construction phase.</p> <p>Children use resources including: sticks, leaves, bark, stones, mud, string, ropes, and tarpaulins to construct and try different methods of joining these i.e. weaving, knots etc.</p>
<p><b><u>Make</u></b></p>	<p><b><u>Design and Technology Key Concepts</u></b></p> <p>I can select from a range of tools and equipment, explaining their choices. I can measure, mark out, cut and shape materials and components.</p> <p>I can assemble, join and combine materials and components.</p> <p>I can use finishing techniques including those art and design.</p>	<p><b><u>Forest School Link</u></b></p> <p>Children choose tools i.e. peelers, hammers, saws, and equipment such as tarps and ropes to help them make things. They explain why they picked them, for example using a peeler to peel a stick, a hammer to knock in sticks, or a tarp to make a waterproof shelter etc.</p> <p>Children combine components like ropes, tarps, and pegs with these materials to build things such as shelters, dens, bridges, or bug hotels etc.</p> <p>Children use improve/decorate their creations, for example arranging leaves etc for decoration. Children can also add artistic touches, like painting stones or weaving natural materials, to decorate their structures.</p>
<p><b><u>Evaluate</u></b></p>	<p><b><u>Design and Technology Key Concepts</u></b></p> <p>I can make simple judgements about my products and ideas against design criteria. I am able to</p>	<p><b><u>Forest School Link</u></b></p> <p>Children look at their shelters, dens, etc. and talk about how well they are constructed.</p> <p>Children compare their ideas and finished products and</p>

	<p>explore; What I like and dislike about my products Where products might be used.</p>	<p>think about what worked well and what they could improve next time. Children talk about what their creations might be used for, such as a dry area for sitting, a safe place for wildlife, or a place for them to play etc.</p>
<p><b><u>Technical Knowledge</u></b></p>	<p><b><u>Design and Technology Key Concepts</u></b></p> <p>I know how free standing structures can be made more stronger, stiffer, and more stable.</p> <p>I know the correct technical vocabulary for the projects I am undertaking.</p>	<p><b><u>Forest School Link</u></b></p> <p>Children make shelters, dens, or towers stronger, stiffer, and more stable by using techniques like crossing sticks, tying joints, or creating wide bases. They know that this helps their structures stay upright and safe, even in wind or on uneven ground.</p> <p>Names of tools, names of materials, methods of joining materials, ways to reinforce a structure to make it stronger, safer, stable etc. Examples of some terms that may be used: Construction Planning, Resource, Design, feature, Research, Pattern Shape, Function, Idea, Purpose, Reuse, Modify, Investigate etc. Ingredient, Healthy diet, Hygienic, Taste, Smell, Cook, Bake, Soft/hard, Sticky, smooth, cutting, peeling, fruit, vegetable, texture, preference, chopping, slicing, spreading, simmer, boil, mixing, combine etc.</p>
<p><b><u>Cooking and Nutrition</u></b></p>	<p><b><u>Design and Technology Key Concepts</u></b></p> <p>I can name and sort foods into the five groups In the Eatwell Plate. I know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>I know how to use techniques such as cutting, peeling, and grating.</p> <p>I know that food ingredients should be combined according to their sensory characteristics.</p>	<p><b><u>Forest School Link</u></b></p> <p>Children talk about healthy eating when cooking and eating in Forest Schools. They talk about eating things in moderation – sweets, fruit etc.</p> <p>Children peel sticks in Forest School. Children shape wood using a knife. Children use saws to cut wood. Children use Secateurs to trim branches.</p> <p>Children combine natural resources to make the right consistencies when cooking in the mud kitchen – add more mud to make it thicker, add more water to make it runnier, add more leaves and mud to combine the ingredients together etc.</p>