

**SHEVINGTON FEDERATION SCHEMES OF WORK
DESIGN TECHNOLOGY**

Children should work in a range of relevant contexts: home, school, gardens, playgrounds, local community ,industry and the wider environment.

Y2 Children will learn :	Autumn	Spring	Summer
DESIGN AND MAKE			
To follow a series of , verbal instructions.			
To give explanations for material and tool choices.			
To describe clearly their next steps.			
To select materials and tools from a wider range.			
To select and explain the techniques they have used.			
To use construction kits to develop an idea, as part of themed work			
To use pictures and words/notes/models to explain their designs including ICT where appropriate.			
To describe well their models/drawings.			
To build a prototype of a model to begin to see what works and what doesn't.			
To discuss their work as it progresses, identifying what works or doesn't work well.			
COOKING AND NUTRITION			
About the need for and purpose of table manners			
To develop a more specific food vocabulary. (eg sweet, sour)			
To recognise where original food comes from ...not Tesco or ASDA			
To cut, peel, grate and chop a range of ingredients under supervisions and in small groups.			
To use independently cookie cutters safely			
To work safely and give clear examples of hygiene practices.			
To understand the need for a variety of food in the diet.			
To weigh and measure food items beginning to use standard metric measures.			
To set a table correctly with cutlery			
TEXTILES			
To investigate the colouring fabrics using printing techniques and tools and various dyes, both natural and man made.			
To cut fabrics using own templates with some support.			
To join two or more fabrics using running stitch, cross stitch and overstitch and then choose tom use this technique in a design.			
To add decoration to fabric, using glue independently, and with assistance when stitching and then to use this technique within a design.			
CONSTRUCTION			
To create models with mechanisms using wheels, axles levers sliders also using tubes, dowels and cotton reels.			
To investigate the glue gun, watching a demonstration. Children to explain to the adult how to use the tool.			
To design and use own templates (draw around and cut out using paper, card and balsa wood.)			
To make a working simple electrical circuit used within a design technology project.			

SHEET MATERIALS			
To fold paper accurately and then choose it as a technique.			
To more accurately cut along straight and curved lines.			
To cut paper for a purpose.			
To use a hole punch putting a hole in a specific place for a purpose.			
To insert paper fasteners to join card for a purpose.			
To strengthen given sheet materials independently.			
To demonstrate knowledge of different types of joining including paper fasteners, glue, tape and card joins.			
To investigate and trial hinges.			
EVALUATE			
To begin to explore a range of existing objects saying what they like or what does/does not work for example in a favourite game/toy. Could be a part of Show and Tell.			
To talk about their designs as they develop.			
To identify the positive and negative points of the process and product. Decide what they could do better next time.			
To begin to discuss their finished product in relation to the design criteria.			