

	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	Battles, burns and bandages FOOD measuring and combining ingredients DT WEEK – BREAD MAKING		Battles, burns and bandages MECHANISMS (sliders, levers, wheels and axles)				Food - sushi				Myself and my surroundings SEWING	
Y2 Design and Technology	Key knowledge To know bread has different flavours and textures because of its ingredients. To know bread needs to be attractive. To know bread is cooked in the oven and rises with yeast. To begin to recognise the key parts of the design process (design, make and evaluate). To know dough is made up of flour, water, yeast and salt.	Key skills To be able to roll play dough into a variety of bread shapes. To be able to work in a pair effectively. To be able to knead dough into a desired shape. To be able to measure and mix ingredients with adult supervision. To use simple written evaluation against a design criteria. To be able to prepare food hygienically. To be able to start to follow a recipe.	Key knowledge To know fire engines need to transport water. To know an axle is a rod which allows a wheel to rotate. To know cars and fire engines need at least 4 wheels. To know automotive engineers design, build and test vehicles. To begin to recognise the key parts of design processes (design, make and evaluate).	Key skills To be able to use PVA glue to join a variety of materials including card and egg boxes. To be able to use masking tape to attach a variety of materials including straws and card. To be able to construct an axle to fit through a straw. To be able to select appropriate materials for decoration. To be able to use simple written evaluation against a design criteria. To be able to follow a simple iterative process.			Key knowledge To know sushi is a traditional Japanese dish. To know the claw grip and bridge hold techniques keep fingers out of the way of a knife. To know instructions need to be followed in order.	Key skills To be able to measure and weigh ingredients using non-standard measures (handful). To be able to start to follow a recipe. To be able to prepare food hygienically. To be able to cut, peel and grate vegetables with adult supervision. To be able to use a simple written evaluation against a design criteria.			Key knowledge To know a glove puppet has a soft, hollow body so that you can put your hand inside and move its head and arms with your fingers. To know a puppet must look attractive. To know sewing fabric together will make the join last for a long time. To begin to recognise the key parts of the design process (design, make and evaluate).	Key skills To be able to develop our sewing skills by making puppets. To be able to join fabric using staplers, safety pins and sewing. To be able to thread a needle with supervision. To be able to use a running stitch. To be able to use an over stitch to join fabric. To be able to use simple written evaluation against a design criteria.
	Enquiry/ question/ outcome/ activity/ genre of unit/ text To design and make a bread product that can be sold in Thomas Farnor's bakery.		Enquiry/ question/ outcome/ activity/ genre of unit/ text To build a model fire truck that could transport water.				Enquiry/ question/ outcome/ activity/ genre of unit/ text To prepare and make sushi.				Enquiry/ question/ outcome/ activity/ genre of unit/ text To design and make a glove puppet linked to the book 'The True Story of the Three Little Pigs'.	
	Key vocabulary (tier 2) appearance attractive crunchy evaluate ingredients loaf mix recipe salty smell sweet taste texture	Key vocabulary (tier 3) iterative knead yeast	Key vocabulary (tier 2) evaluate fire engine hose material wheel	Key vocabulary (tier 3) axle holder chassis fixed axle free axle friction iterative			Key vocabulary (tier 2) grate knife peel sushi	Key vocabulary (tier 3) bridge hold claw grip hygiene nori			Key vocabulary (tier 2) design evaluate fabric hollow join needle puppet sew staple thread	Key vocabulary (tier 3) over stitch running stitch textiles