



Year 2 - Progression of Knowledge and Skills DT

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1 Topic: Mechanisms Wheels and Axels</p> <p style="text-align: center;">Project to make : Push and Pull Cars</p>	<p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p><u>Making</u></p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.

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Autumn 2		
<p>Spring 1</p> <p>Topic: Cooking and Nutrition</p> <p>Preparing fruits and vegetables</p> <p>Project : Fruit/vegetable salad</p>	<p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate. • Know and use technical and sensory vocabulary relevant to the project. 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p><u>Making</u></p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.



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Spring 2		
Summer 1		
Summer 2 Topic: Structures Free standing structures Project : Playground Equipment	<u>Technical knowledge and understanding</u> <ul style="list-style-type: none">• Know how to make freestanding structures stronger, stiffer and more stable.• Know and use technical vocabulary relevant to the project.	<u>Designing</u> <ul style="list-style-type: none">• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.• Develop, model and communicate their ideas through talking, mock-ups and drawings. <u>Making</u> <ul style="list-style-type: none">• Plan by suggesting what to do next.• Select and use tools, skills and techniques, explaining their choices.• Select new and reclaimed materials and construction kits to build their structures.• Use simple finishing techniques suitable for the structure they are creating.



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Summer 2 Topic: Structures Free standing structures Project : Playground Equipment		<u>Evaluating</u> <ul style="list-style-type: none">• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.