

Subject: Technology	Year group: Year 2	Topic: Materials –	Initiation & activation activities:
Prior knowledge required: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Vocabulary:	
Programme of Study Years 1 and 2	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Can they measure textile?</li> <li>Can they join textiles together to make something?</li> <li>Can they cut textiles?</li> <li>Can they explain why they chose a certain textile?</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they think of ideas and plan what to do next?</li> <li>Can they choose the best tools and materials? Can they give a reason why these are best?</li> <li>Can they describe their design by using pictures, diagrams, models and words?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they join things (materials/ components) together in different ways?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Can they explain what went well with their work?</li> <li>If they did it again, can they explain what they would improve?</li> </ul>		

<p>criteria</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products.</li> </ul> <p>Food technology</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul>			
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