

Subject: Technology	Year group: Year 2	Topic: School Fair, developing, planning and evaluating	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>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products 	<p>School Fair Project:</p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> Can they join things (materials/ components) together in different ways? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> Can they explain what went well with their work? If they did it again, can they explain what they would improve? 		

<ul style="list-style-type: none"> • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products. <p>Food technology</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 			
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<p>Developing, planning and communicating ideas</p>	<p>Working with tools, equipment, materials and components to make quality products</p>	<p>Evaluating processes and products</p>
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