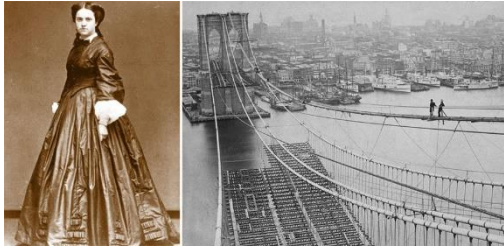




**D&T Medium Term Plan - Year Two**

Key Concept(s)	Learning Intention	Activities	Resources	Assessment
<b>Food and Nutrition</b>				
<b>Food and nutrition</b>	To understand how to follow a recipe	Look at book 'Lunch at 10 Pomegranate Street' and discuss the recipes  Each group of children chooses 1 <b>recipe</b> to <b>follow</b> and make. They need to write a list of <b>ingredients</b> and <b>equipment</b> they will need and carefully read a photocopy of the recipe so they know what to do	Book – Lunch at 10 Pomegranate Street	
<b>Food and nutrition</b>	To apply knowledge of hygiene and use food preparation techniques	Over the half term, each group will make their recipe with an adult to support, demonstrating good <b>hygiene</b> and <b>food preparation</b> techniques	Ingredients and equipment for the chosen recipes	



Key Concept(s)	Learning Intention	Activities	Resources	Assessment
<b>Structures</b>				
<b>Design and develop Use technical knowledge</b>	To understand the role of an architect in the design process	Look at work of Frank Lloyd Wright ( <a href="https://home.howstuffworks.com/home-improvement/construction/green/10-influential-green-architects.htm#pt9">https://home.howstuffworks.com/home-improvement/construction/green/10-influential-green-architects.htm#pt9</a> ) and talk about how he tried to protect and use nature in his designs	Frank Lloyd Wright PowerPoint/ information	
<b>Design and develop Use technical knowledge</b>	To understand the role of an architect in the design process	Look at life of Emily Warren Roebling ( <a href="https://www.amightygirl.com/blog?p=25975">https://www.amightygirl.com/blog?p=25975</a> )  Stick in a picture of her/Brooklyn Bridge and annotate with information	Pictures	
				
<b>Design and develop Use technical knowledge</b>	To understand how architects design buildings	Look at examples of modern eco-friendly, 'green', architecture and discuss key features and why the buildings have them (e.g. grass roof, insulation, solar panels)	Examples of eco-friendly buildings (photos or PowerPoint)	



<b>Design and develop</b>	To create own design for a building	Children design their own eco-friendly building (school, office, house etc) with the features discussed. Children to draw their designs on to squared paper and write about which resources and techniques they will use.	Large sheets of squared paper, rulers, pencils	
<b>Design and develop</b> <b>Use technical knowledge</b> <b>Take risks</b>	To follow a plan and build a structure	In groups, pairs or individually children create their eco-friendly buildings adding the features they had planned. Children could create a wooden frame or could use an existing frame e.g. shoe box as a starting point	Wood, cardboard boxed, joining materials (e.g. glue, tape)	
<b>Evaluate, critique and test</b>	To evaluate and improve a project	Children to evaluate their buildings and compare them to their peers. Children to critique their work and that of one of their peers. Children to use the critique templates for their own work and the smaller critique slips for their peers.		

Key Concept(s)	Learning Intention	Activities	Resources	Assessment
<b>D&amp;T Techniques</b>				
<b>Use technical knowledge</b>	To explore techniques for joining	The children will towards the end project of a vehicle that can be pushed along.	Knex, card, wood, boxes, card triangles, masking tape, glue,	



		The children will experiment joining cut off pieces of wood using different glues and tape. Teach the children how to use the glue gun.	scissors, saw, woodwork bench, hammer, nails, glue gun.	
<b>Use technical knowledge</b>	To understand how to strengthen joins	Explore the idea of strengthening corners. Present the children with K'nex and let them explore which shapes are the strongest. Draw the learning together and reinforce the idea that triangles are the strongest because they have lots of angles. Children to use triangles to reinforce their joins and make them stronger. Teach the children how to cut card triangles and attach them to the corners.		

Key Concept(s)	Learning Intention	Activities	Resources	Assessment
<b>Mechanisms</b>				
<b>Use technical knowledge</b>	To attach wheels and to	Provide the children with wheels, axles, tape, tube, glue. Allow the children time to experiment attaching wheels to the axles. After the children	Axles, dowel, tubing, scissors, boxes.	



		have placed the wheels on to the axles and tested them, introduce ways of preventing the wheels from falling off. Children to experiment how tight they will need to secure the tubing on to the axles to ensure the wheels can rotate but do not wobble or fall off.		
<b>Design and develop</b>	To design a vehicle that moves	Children to design a vehicle using the techniques they have explored in the previous weeks. Children to draw their designs on to squared paper and write about which resources and techniques they will use.	Squared paper.	
<b>Design and develop</b> <b>Use technical knowledge</b> <b>Take risks</b>	To apply knowledge and techniques to make a vehicle that moves	Children to make their designs using the techniques they have previously learnt.	Axles, dowel, tubing, scissors, card, wood, boxes, card triangles, masking tape, glue, glue gun, saw, woodwork bench, hammer, nails.	
<b>Design and develop</b> <b>Use technical knowledge</b> <b>Take risks</b>	To apply knowledge and techniques to make a vehicle that moves	Children to make their designs using the techniques they have previously learnt.	Axles, dowel, tubing, scissors, card, wood, boxes, card triangles, masking tape, glue, glue gun, saw, woodwork bench, hammer, nails.	
<b>Evaluate, critique and test</b>	To test their vehicle	Children to test out their vehicles and compare them to their peers. Children to critique their work and that of one of their peers. Children to	Critique template and slips.	



		use the critique templates for their own work and the smaller critique slips for their peers.		
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<b>KC1</b>	<b>Design and develop</b>	Children will design and develop products and prototypes that solve problems.
<b>KC2</b>	<b>Take risks</b>	Children will take risks and be resourceful and innovative.
<b>KC3</b>	<b>Evaluate, critique and test</b>	Children will evaluate, critique and test their ideas and those of others.
<b>KC4</b>	<b>Use technical knowledge</b>	Children will develop creative, technical knowledge.
<b>KC5</b>	<b>Food and nutrition</b>	Children will understand and apply the principles of nutrition and learn how to cook.