



## Y2 design technology overview 2022-23

DT Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Evaluating
						Exploring	Notating	
Responding	<ul style="list-style-type: none"> <li>To begin to develop an ability to discuss observed art pieces</li> <li>To begin to develop an ability to follow guidance from a tutor (techniques, top-tips)</li> <li>To begin to develop an ability to experiment with own compositions</li> <li>To begin to develop an ability to communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the history and origins of artists, designers, craft-makers, architects</li> <li>To know about different techniques that a variety of designers used to create their design pieces and understand why they chose or explored these techniques</li> </ul>	<ul style="list-style-type: none"> <li>Through class teacher led presentations with children note-taking</li> <li>Group research on history and /or origins and of masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b> Unit 2d Textiles: Joseph's Coat	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> <li>To begin to develop an ability to research appropriately great artists, craft makers, designers</li> <li>To begin to develop an ability to explore sketch books of professional designers</li> <li>To begin to develop an ability to make comparisons between different genres</li> <li>To begin to develop a skill of investigating the historical and cultural development of design through provided opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the history of design forms and purpose for creations</li> </ul>					
Designing/ Technical knowledge	<ul style="list-style-type: none"> <li>To begin to develop skill of keeping and using a sketch book (creative journal, visual diary) to record observations</li> <li>To begin to develop skill in strengthening, stiffening and reinforcing complex structures</li> <li>To begin to develop skill in how to use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages]</li> <li>To begin to develop skill in how to use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>To begin to develop skill in how to apply their understanding of computing to program, monitor and control their products</li> <li>To begin to develop skill in how to plan/ explore/ experiment with designs</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how design reflects a community or culture</li> <li>Understanding as to how design keeps traditions alive</li> <li>Understand how design in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Through involvement in workshops in groups or as a class</li> <li>Through presentations to class/or in whole school worship sessions</li> <li>Through class, then group or individual opportunities to create compositions</li> </ul>	<b>TERM2:</b> Unit 2c Structures: mechanisms – a wind-up toy			
Creating	<ul style="list-style-type: none"> <li>To begin to develop skill in compose own composition or construction following planned design</li> <li>To begin to develop skill in how to generate, develop, model</li> <li>To begin to develop skill in how to compose in more than one medium (food, textile, paper, clay, metal, wood)</li> <li>To begin to develop skill in how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>To begin to develop skill in how to select from and use a wider range of materials &amp; components, including construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from stimuli</li> </ul>						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>To begin to develop skill in how to how to investigate and analyse a range of existing products</li> <li>To begin to develop skill in how to research key events and individuals in design technology and understand how they have helped shape the world</li> <li>To begin to develop skill in how to observe someone else's chosen design piece/ constructions</li> <li>To begin to develop skill in how to critically evaluate own compositions/ construction against design criteria</li> <li>To begin to develop skill in how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>		<ul style="list-style-type: none"> <li>Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected</li> </ul>	<b>TERM3:</b> Unit 2b Textiles: puppets			
SMSC	<ul style="list-style-type: none"> <li>To begin to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 DT curriculum</li> <li>To begin to resolve conflicts and differing opinions with skill should these arise</li> <li>To begin to develop an enjoyment of DT</li> <li>To begin to use their imagination and creativity</li> <li>To begin to reflect on tasks</li> <li>To begin to investigate and offer views on ethical issues in art studied</li> <li>To begin to explore and understand art from a variety of cultural backgrounds</li> <li>To begin to display a willingness to explore and understand DT from a variety of cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Setting of research opportunities using given websites and researching finding own information</li> <li>Setting of opportunities and briefs that require engagement with others of differing backgrounds</li> </ul>						