



Y2 design technology overview 2021-22

DT Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Notating	Evaluating
Responding	<ul style="list-style-type: none"> To begin to develop an ability to discuss observed art pieces To begin to develop an ability to follow guidance from a tutor (techniques, top-tips) To begin to develop an ability to experiment with own compositions To begin to develop an ability to communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding the history and origins of artists, designers, craft-makers, architects 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 	<ul style="list-style-type: none"> Through class teacher led presentations with children note-taking Group research on history and /or origins and of masterpieces from masters in their fields 	TERM1: 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"> To begin to develop an ability to research appropriately great artists, craft makers, designers To begin to develop an ability to explore sketch books of professional designers To begin to develop an ability to make comparisons between different genres To begin to develop a skill of investigating the historical and cultural development of design through provided opportunities 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 	<ul style="list-style-type: none"> Understanding the history of design forms and purpose for creations 					
Designing/ Technical knowledge	<ul style="list-style-type: none"> To begin to develop skill of keeping and using a sketch book (creative journal, visual diary) to record observations To begin to develop skill in strengthening, stiffening and reinforcing complex structures To begin to develop skill in how to use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages] To begin to develop skill in how to use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors] To begin to develop skill in how to apply their understanding of computing to program, monitor and control their products To begin to develop skill in how to plan/ explore/ experiment with designs 	<ul style="list-style-type: none"> Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally 	<ul style="list-style-type: none"> Understanding how design reflects a community or culture Understanding as to how design keeps traditions alive Understand how design in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing) 	<ul style="list-style-type: none"> Through involvement in workshops in groups or as a class Through presentations to class/or in whole school worship sessions Through class, then group or individual opportunities to create compositions 	TERM2: Unit 2c Structures: mechanisms – a wind-up toy			
Creating	<ul style="list-style-type: none"> To begin to develop skill in compose own composition or construction following planned design To begin to develop skill in how to generate, develop, model To begin to develop skill in how to compose in more than one medium (food, textile, paper, clay, metal, wood) 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 To begin to develop skill in how to select from and use a wider range of materials & components, including construction materials, textiles & ingredients, according to functional properties & aesthetic qualities 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli 						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> To begin to develop skill in how to how to investigate and analyse a range of existing products 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 To begin to develop skill in how to observe someone else's chosen design piece/ constructions To begin to develop skill in how to critically evaluate own compositions/ construction against design criteria 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 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 	<ul style="list-style-type: none"> Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected 	TERM3: Unit 2b Textiles: puppets				
SMSC	<ul style="list-style-type: none"> To begin to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 DT curriculum To begin to resolve conflicts and differing opinions with skill should these arise To begin to develop an enjoyment of DT To begin to use their imagination and creativity To begin to reflect on tasks To begin to investigate and offer views on ethical issues in art studied To begin to explore and understand art from a variety of cultural backgrounds To begin to display a willingness to explore and understand DT from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Setting of research opportunities using given websites and researching finding own information Setting of opportunities and briefs that require engagement with others of differing backgrounds 						