



Year 2

	Key Skills	Key Knowledge	Key Vocabulary
<p>Autumn 2</p> <p>Structures: Baby Bear's Chair</p>	<ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of their own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of their own structure. 	<ul style="list-style-type: none"> To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily. 	<ul style="list-style-type: none"> design criteria man-made natural properties structure stable shape model test

<p>Spring 2</p> <p>Textiles: Pouches</p>	<ul style="list-style-type: none"> • Designing a pouch. • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template. • Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why. 	<ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing. 	<ul style="list-style-type: none"> • decorate • fabric • fabric glue • knot • needle • needle threader • running stitch • sew • template • thread
<p>Summer 2</p> <p>Mechanisms: Moonbuggies</p>	<ul style="list-style-type: none"> • Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move. 	<ul style="list-style-type: none"> • To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be 	<ul style="list-style-type: none"> • axle • axle holder • chassis • diagram • dowel • equipment

	<ul style="list-style-type: none"> • Creating clearly labelled drawings that illustrate movement. • Adapting mechanisms. • Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move. 	<p>attached to a rotating axle.</p> <ul style="list-style-type: none"> • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. • To know that the frame of a vehicle (chassis) needs to be balanced. • To know some real-life items that use wheels. 	<ul style="list-style-type: none"> • mechanism • wheel
<p>Health Week</p> <p>A balanced diet</p>	<ul style="list-style-type: none"> • Designing a healthy wrap based on a food combination which works well together. • Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief. • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective. 	<ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly 	<ul style="list-style-type: none"> • balanced diet • balance • carbohydrate • dairy • fruit • ingredients • oils • sugar • protein • vegetable • design criteria

		<p>how much of each food group.</p> <ul style="list-style-type: none">• To know that nutrients are substances in food that all living things need to make energy, grow and develop.• To know that 'ingredients' means the items in a mixture or recipe.• To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.	
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