

St Laurence's CE Primary School Design and Technology Long Term Plan Year: 2



Autumn 1	Autumn 2 Pizzas/ Gingerbread Men	Spring 1	Spring 2	Summer 1	Summer 2
			Sewing a pencil case		Moving Pictures
	Key content and skills:		Key content and skills:		Key content and skills:
	Understand and use the basic principles of		Through a variety of creative and		Through a variety of creative and practical
	a healthy and varied diet to prepare		practical activities, pupils should be		activities, pupils should be taught the
	dishes and children to understand where		taught the knowledge, understanding		knowledge, understanding and skills
	food comes from.		and skills needed to engage in an		needed to engage in an iterative process
			iterative process of designing and		of designing and making. They should
	Looking at processed v home-made food.		making. They should work in a range of		work in a range of relevant contexts (for
	How we are preserving food.		relevant contexts (for example, the		example, the home, school). When
	Cooking from different cultures—Naples,		home, school). When designing and		designing and making, pupils should be
	Italy History of food		making, pupils should be taught to:		taught to: Design—Design purposeful,
	Cost of food		Design —Design purposeful, functional,		functional, appealing products for
	Savour		appealing products for themselves and		themselves and other users based on
	Spices		other users based on design criteria.		design criteria. Generate, develop, mode
	Spicy/sweet		Generate, develop, model and		and communicate their ideas through
	Food transport and cost of ingredients		communicate their ideas through		talking, drawing and mock ups. Make—
	Decoration		talking, drawing and templates.		select from and use a range of tools and
	Cooked v raw		Make—select from and use a range of		equipment to perform practical tasks, fo
	Baking		tools and equipment to perform		example, cutting, shaping, joining and
			practical tasks, for example, cutting,		finishing; select from and use a wide ran
	Following a simple recipe, measuring		shaping, joining and finishing; select		of materials and components, including
	using spoons.		from and use a wide range of materials		construction materials, according to thei
	Mixing/making a dough/kneading.		and components, including textiles,		characteristics.
	Rolling and shaping.		according to their characteristics.		Evaluate – explore and evaluate a range of
	Spreading.		Evaluate – explore and evaluate a		existing products, evaluate their ideas ar
	Cutting/Slicing—bridge and claw		range of existing products, evaluate		products against design criteria. Technic
	technique Tearing		their ideas and products against design		knowledge—build structures exploring
	Chopping,		criteria.		how they can be made stronger, stiffer
	Rubbing fat into flour				and more stable, explore and use
	Cracking an egg				mechanisms, (for example levers and
	Making a dough, rolling, cutting				sliders) in their products
	Baking, cooling				
	Decorating				
	Know about the importance of hygienic				
	food preparation and storage.				



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Use tools safely and effectively that		
combinations of ingredients, preparation		
and cooking can affect the end product.		
To plan the order of their work before		
starting		
That they can modify their designs by		
evaluating as they are making		
That the quality of their product will		
depend on their skills, accuracy and care		
to evaluate their product against original		
design criteria.		
<u>Vocabulary:</u>	<u>Vocabulary</u>	<u>Vocabulary:</u>
home-made	design	user
processed	running stitch	function
savoury	feature stitch	appearance
dough	seam	materials
knead	user	properties
passata	function appearance	mock up
recipe	fabric	levers
slice	needle	mechanism
chopping board		
Assessment against the National	Assessment against the National	Assessment against the National
<u>Curriculum</u>	<u>Curriculum</u>	<u>Curriculum</u>
Pupils should be taught to:	Make—select from and use a range of	When designing and making, pupils should
use the basic principles of a healthy and	tools and equipment to perform	be taught to:
varied diet to prepare dishes	practical tasks, for example, cutting,	Design —Design purposeful, functional,
 understand where food comes from. 	shaping, joining and finishing; select	appealing products for themselves and
	from and use a wide range of materials	other users based on design criteria.
	and components, including textiles,	Generate, develop, model and
	according to their characteristics.	communicate their ideas
		through talking, drawing and mock ups.
		Make—select from and use a range of
		tools and equipment to perform practical
		tasks, for example, cutting, shaping,
		joining and finishing; select from and use a
		wide range of materials and components,
		including construction materials,
		according to their characteristics.



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		Evaluate – explore and evaluate a range of
		existing products, evaluate their ideas and
		products against design criteria.
		Technical knowledge—build structures
		exploring how they can be made stronger,
		stiffer and more stable, explore and use
		mechanisms, (for example levers and
		sliders) in their products