



Year 2	
<p><u>Progression of Skills and Understandings</u> Designing</p>	<ul style="list-style-type: none"> ◀ Design purposeful, functional and appealing products for themselves and other users based on design criteria. ◀ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ◀ Design useful, practical and appealing products based on clear design criteria. ◀ Generate and communicate ideas through words, images (which they may produce themselves or may collect), templates and mock-ups.
	<ul style="list-style-type: none"> ◀ Use information and communication technology as part of design development where appropriate.
<p><u>Progression of Skills and Understandings</u> Making and Technological Knowledge</p>	<ul style="list-style-type: none"> ◀ Select from, and use, a range of tools and equipment to perform practical tasks for examples cutting, shaping, joining, and finishing. ◀ Select from, and use, a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ◀ Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. ◀ Explore and use mechanisms for example levers, sliders, wheels and axles, in their products.
<p><u>Progression of Skills and Understandings</u> Making and Technological Knowledge Materials and Components</p>	<ul style="list-style-type: none"> ◀ Explore cutting and shaping techniques such as tearing, cutting, folding, curling and rolling. ◀ Cut along lines, straight and curved safely. ◀ Insert paper fasteners for card linkages. ◀ Create hinges. ◀ Use simple pop-ups as part of a product. ◀ Explore temporary joins. ◀ Explore and use mechanisms, such as levers, sliders, wheels and axles.
<p><u>Progression of Skills and Understandings</u> Making and Technological Knowledge Construction Materials</p>	<ul style="list-style-type: none"> ◀ Cut strip wood and/or dowel. ◀ Practise drilling, screwing, gluing (cold) and nailing safely. ◀ See a glue gun used by an adult and understand how to use it safely. ◀ Build simple structures. ◀ Begin to use levers, sliders, wheels and axles. ◀ Create wheeled products/models using materials such as dowel, cotton reels, tubes and different types of wheels. ◀ Choose tools from a selection to complete a variety of tasks for e.g. cutting, finishing and joining. ◀ Select materials and components according to their characteristics.
<p><u>Progression of Skills and Understandings</u> Making and Technological Knowledge Textiles</p>	<ul style="list-style-type: none"> ◀ Join textiles using running stitch. ◀ Embellish fabrics using a range of components, e.g. over sewing, buttons, strips of other fabrics, beads, sequins and ribbons. ◀ Use fabric paints, pens and printing to colour fabrics. ◀ Use templates to mark and cut out shapes.

	<ul style="list-style-type: none"> ◦ Pin pieces of fabric together before sewing. ◦ Begin to choose materials and components according to their characteristics.
<p style="text-align: center;"><i>Progression of Skills and Understandings</i> <i>Evaluating</i></p>	<ul style="list-style-type: none"> ◦ Explore and evaluate a range of existing products. ◦ Evaluate their ideas and products against design criteria. ◦ Explore and begin to evaluate a range of existing products against the suitability/ success of its purpose. ◦ Begin to describe changes made during their own making process. ◦ Begin to compare their product with the original design and explain how closely they match and why changes were made.
<p style="text-align: center;"><i>Progression of Skills and Understandings</i> <i>Cooking and Nutrition</i></p>	<ul style="list-style-type: none"> ◦ Use the basic principles of a healthy and varied diet to prepare dishes. ◦ Understand where food comes from. ◦ Explore the need for a healthy diet and some of the foods that this includes. ◦ Design a healthy dish. ◦ Prepare a dish which reflects the food groups needed for a healthy diet. ◦ Cut, peel, grate and chop a range of ingredients safely. ◦ Understand how familiar foods are made from a selection of key ingredients, for example chocolate, bread and butter.