





YEAR: 2

TERM: Spring 2

TITLE: Design, Make and Evaluate a Smoothie (Food - Preparing Fruit and Vegetables)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">REVISION / REMIND / REVISIT</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils</p>	<p>THE BIG QUESTION</p> <p><i>Compare - an African fruit smoothie and a UK fruit smoothie.</i></p> <p><i>Which do you prefer?</i></p> <p>LINKS to NC/rationale:</p> <p>Design Design appealing products for a particular user based on simple design criteria Generate initial ideas and design criteria through investigating a variety of fruit and vegetables Communicate these ideas through talk and drawings</p> <p>Make Use simple utensils and equipment to peel, cut, slice, squeeze, grate, and chop safely Select from a range of fruit and vegetables according to</p>	<p>Knowledge Acquired Investigative and Evaluative Activities:</p> <p>Examine a range of fruit and vegetables. Develop understanding - What is this called? Who has eaten this before? Where is it grown? When can it be harvested? What are the different parts called? Children handle, smell and taste fruit and vegetables to describe them through talking and drawing - describe shape, colour, feel, taste. Evaluate existing products to find out what they like the best. Children investigate preferences of their intended users</p>	<p>A variety of contributions to a classroom display based on the Big Question</p> <p>Discuss and sort: Fruits grown in the UK eg. Strawberries, raspberries, blueberries, gooseberries, loganberries, cherries, blackberries Fruits grown in Africa eg. Papaya, mango, banana, pineapple, jackfruit, watermelon, orange, passion fruit</p> <p>Photos of the children tasting a variety of fruit</p> <p>Write instructions for making a smoothie</p> <p>The Eatwell Plate</p>	<p>Discuss the importance of crops and the farmers around the world who work the whole year round to provide food for us.</p> <p>Discuss everyone is different and has different tastes - likes and dislikes</p> <p>Which smoothie do you prefer and why?</p> <p>The 'answers' to the BIG QUESTION</p> <p></p> <p>DEEP DIVE</p>	<p>At home children discuss with their parents and siblings which fruits they enjoy and which fruits they would like in a smoothie.</p> <p>Record this information. What would you make at home for your 'Family Favourite'?</p> <p>Make smoothies for an African Party Day</p> <p></p>
			<p>Skills/Concepts Explored Focused Tasks:</p> <p>Understand basic food hygiene practises when handling food including the importance of following instructions to control risk Use simple utensils to practise food processing skills such as washing, grating, peeling, slicing,</p>		

<p>their characteristics eg, colour, texture, and taste to create a chosen product</p> <p>Evaluate Taste and evaluate a range of fruit and vegetables to determine the intended user and purpose</p> <p>Technical knowledge and Understanding Understand where a range of fruit and vegetables come from eg farmed or grown at home</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate</p> <p>Know and use technical and sensory vocabulary relevant to the project</p>	<p>squeezing - Do we eat the whole fruit/which parts do we eat? Explore different effects achieved by different processes Understand healthy eating advise using The Eatwell Plate model and the importance of fruit and vegetables in a balanced diet - Why is important to eat fruit and vegetables? Why is it important to wash fruit and vegetables before we eat them?</p>	<p>Record results - which are favourite ingredients Which fruit combine well together?</p>	<p>Health and safety Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.</p>	
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Know that food comes from plants and animals and that it is farmed or caught. • Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day. 				

Cross Curricular Links

Science - understand that plants have leaves, stems, roots, flowers, and fruits; understand the importance of growing plants and how seasons affect growth. Talk about a balanced diet, different types of food and hygiene.

Spoken language - children develop and use a sensory vocabulary. Ask questions to check understanding; use the correct terminology for equipment and food processes.

Writing - develop descriptive writing based on first-hand experience of tasting fruit and vegetables. Instructions on how to use one of the utensils; how to prepare e.g. a fruit for eating. Children write a simple account about how they made their food product.

Mathematics - carry out a simple survey to find out which are the favourite fruits/vegetables; construct and interpret the information in e.g. pictograms and bar graphs.

Art and design - use and develop drawing skills.

Computing - use digital photographs to help order the main stages of making and support children's writing.



YEAR: 2

TERM: Autumn 1

TITLE: Design, Make and Evaluate a house for Stick Man (Structures - Free Standing Structures)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT Experience of using construction kits to build walls, towers and frameworks. Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.	<p>THE BIG QUESTION</p> <p><i>Who can build a home to keep stick man safe?</i></p> <p>LINKS to NC/rationale: Design Design purposeful, functional, 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,</p>	<p>Knowledge Acquired Investigative and Evaluative Activities: Go on a walk/look at photographs of the local area to explore structures such as playground equipment, furniture, walls. What are the structures called and what is their purpose? What materials have been used? Why have these been chosen? How have the parts been joined together? How have they been made strong enough? How have they been made stable? Children draw or photograph the structures they have been exploring and label with correct technical vocabulary in relation to the structure, materials used and shape - wall, tower, framework, base, joint, metal, wood, plastic, brick, triangle, square, cuboid, cube.</p>	<p>A variety of contributions to a classroom display based on the Big Question</p> <p>Build a house for Stick Man</p> <p>Is this house going to have windows? What will they be made of?</p> <p>Children to design and make original and inventive structures explaining the features they would like to include and why</p>	<p>Looking after stickman/keeping him safe</p> <p>What do we all need to keep us safe and secure?</p> <p>Look at and talk about which of the houses were stable and why. Who managed to build a safe and stable structure for Stick Man to live in and stay safe?</p> <p>The 'answers' to the BIG QUESTION</p> <p>DEEP DIVE</p>	<p>Children talk to parents about the construction of their own houses - solid, strong walls, doors and windows to keep the wind and rain out etc</p> <p>Share photographs of their designs/ houses with parents</p>

<p>information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge and Understanding</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Skills/Concepts Explored</p> <p>Focused Tasks:</p> <p>Demonstrate measuring, marking out, cutting, shaping, joining, and finishing techniques with a range of tools and new and reclaimed materials.</p> <p>Build and explore a variety of freestanding structures using construction kits such as wooden blocks or interconnecting plastic bricks - how can you stop structure from falling over? How can they be made stronger and stiffer to carry a load?</p> <p>Fold paper or card to make structures using masking tape to make joins. Think about how folding materials can make them stronger, stiffer, stand up and be more stable. Can they support an object on top of their structures without it falling over or breaking?</p>	<p>Key vocabulary:</p> <p>Cut, fold, join, fix</p> <p>Structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge. surface, thinner, thicker, corner, point, straight, curved.</p> <p>Metal, wood, plastic</p> <p>2D and 3D shapes</p>	<p>Test the strength of the house - can it be blown over in the 'wind' (1 fan, 2 fans?)</p> <p>Do they need to make the house more stable?</p> <p>Photographs of the houses/tests to assess stability</p>	<p>Health and safety</p> <p>Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task.</p> <p>Risk assessments should be carried out prior to undertaking this project.</p>	
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		Design, make, evaluate, user, purpose, ideas, design criteria, product, function			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Use simple design criteria; state what their products are and who and what they are for and how they will work. • Generate ideas using their own experiences and existing products: using talk and drawing, templates, mock-ups and, where appropriate, computers. • Plan by suggesting what to do next; select from a range of tools, equipment, materials and components. • Follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. • Make simple judgements about their products and ideas against design criteria. • Explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them. • Know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary. 					

Cross Curricular Links

Geography - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.

Spoken language - participate in discussion about various structures, taking turns and listening to what others say. Ask relevant questions to extend their knowledge and understanding. Build technical vocabulary. Use spoken language to develop understanding through imagining and exploring ideas.

Mathematics - use appropriate standard and non-standard measures. Recognise and name common 2-D and 3-D shapes.

Science - think about the properties of materials that make them suitable or unsuitable for particular purposes.

Art and design - use colour, pattern, line, shape. Use and develop drawing skills.



YEAR: 2

TERM: Autumn 2

**TITLE: Design, Make and Evaluate a Christmas Card with a moving part
(Mechanisms - Sliders and Levers)**

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">REVISION / REMIND / REVISIT</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</p>	<p style="text-align: center;">THE BIG QUESTION</p> <div style="text-align: center; border: 2px solid purple; padding: 10px; margin: 10px 0;"> <p style="color: purple; font-weight: bold; font-size: 1.2em;">Can we make a resident smile at Christmas?</p> </div> <p>LINKS to NC/rationale:</p> <p>Design Generate ideas based on simple design criteria and their own experiences, explaining what they could make</p> <p>Develop, model, and communicate their ideas through drawings and mock-ups with card and paper</p> <p>Make Plan by suggesting what to do next</p> <p>Select and use tools, explaining their choices, to cut, shape and join paper and card</p>	<p style="text-align: center;">Knowledge Acquired Investigative and Evaluative Activities:</p> <p>Explore and evaluate a collection of books and everyday objects that have moving parts, including those with levers and sliders.</p> <p>Develop understanding - What part of the product moved and how did it move? How do you think the mechanism works?</p> <hr/> <p style="text-align: center;">Skills/Concepts Explored Focused Tasks:</p> <p>Sliders and levers Develop the children's understanding - how does the slider/lever move? Which part of the mechanism is the pivot? Replicate sliders and levers and add pictures to their mechanisms</p>	<p style="text-align: center;">A variety of contributions to a classroom display based on the Big Question</p> <p>Photos of children discussing cards with residents</p> <p>Photos/mock-ups of sliders and levers</p> <p>Christmas cards</p> <p>Photos of children visiting the residents to sing to them, give them the cards</p>	<p>Discuss feelings and ideas to involve the older generation in our lives</p> <p>Go and visit the elderly in our community to make them feel valued</p> <p>Are the residents happy to receive their cards?</p> <div style="text-align: center; border: 2px solid purple; padding: 10px; margin: 10px 0;"> <p style="color: purple; font-weight: bold; font-size: 1.2em;">The 'answers' to the BIG QUESTION</p> <p style="background-color: #4a90e2; color: white; padding: 5px; border-radius: 10px; font-weight: bold;">DEEP DIVE</p> </div>	<p>Take cards to Retirement home - Eleanor Lodge</p> <p>Sing some Christmas songs and deliver the cards to the residents</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p style="color: red; font-weight: bold; font-size: 1.2em;">S.M.I.L.E</p> <p>Visit Eleanor Lodge to deliver the cards to the residents</p> </div>

<p>Use simple finishing techniques suitable for the product they are creating</p> <p>Evaluate</p> <p>Explore a range of existing books and everyday products that use simple sliders and levers</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and user and whether it meets design criteria</p> <p>Technical knowledge and Understanding</p> <p>Explore and use sliders and levers</p> <p>Understand that different mechanisms produce different types of movement</p> <p>Know and use technical vocabulary relevant to the project</p>	<p>Key vocabulary:</p> <p>Slider, lever, pivot, slot, bridge/guide</p> <p>Card, masking tape, paper fastener, join</p> <p>Pull, push, up, down, straight, curve forwards, backwards</p> <p>Design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>		<p>Health and safety</p> <p>Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.</p>	
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Use simple design criteria; state what their products are and who and what they are for and how they will work. • Generate ideas using their own experiences and existing products: using talk and drawing, templates, mock-ups and, where appropriate, computers. • Plan by suggesting what to do next; select from a range of tools, equipment, materials and components. • Follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. • Make simple judgements about their products and ideas against design criteria. • Explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them. • Know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary. 				

Cross Curricular Links

Spoken language - participate in discussion about books and other products with moving parts, taking turns, and listening to what others say. Ask relevant questions to extend their knowledge and understanding. Build technical and directional vocabulary. Use spoken language to develop understanding through imagining and exploring ideas.

Mathematics - describe position, direction, and movement. Use appropriate standard and non-standard measures.

Art and design - use colour, pattern, line, shape.

Computing - digital graphics and text could be incorporated into final products as the background or moving parts.