



**Holmesdale**  
**Yearly Knowledge and Skills Progression**  
**Subject: D.T**  
**Year group: Year Two**

In Year Two we follow the Key Stage One National Curriculum. We continue to build the children’s knowledge and skills through fun, engaging and interesting topic links, including making a healthy pizza, creating a gift bag, making a Tudor house and a propeller plane. We have identified 3 BIG IDEAS that run through our D.T curriculum. These are evident threads that run through the year groups – 1. Plan, make and evaluate. 2.Tool skills and confidence 3. A healthy outlook through food.These are highlighted throughout the maps.

**Autumn Term**

**Knowledge:**

- select from and use a wider range of tools and equipment
- Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion
- Talk about what I would do differently if I were to do it again and why.
- Have own ideas and plan what to do next
- Use knowledge of existing products to produce ideas
- Describe what went well, thinking about design criteria.
- Evaluate how good existing products are
- Choose suitable materials and explain choices depending on characteristics.
- Describe design using pictures, words, models, diagrams
- Choose best tools and materials, and explain choices

**Skills:**

- Join materials/components together in different ways
- Measure, mark out, cut and shape materials and components, with support.
- Use finishing techniques to make product look good
- Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities
- select from and use a wider range of tools and equipment
- Have own ideas and plan what to do next
- Choose best tools and materials, and explain choices

**Vocabulary:**

Cut, stick, sew, glue, paint, join, attach, design, evaluate, model, diagram, measure, mark

**British Values/SMSC**

- Enabling children to develop their self knowledge, self esteem and self confidence.
- Encourage children to accept responsibility for their behaviour and show initiative.

**How can we enrich this at Holmesdale?**

**D.T day each term**

## End points

- I can create a product with a purpose.
- I can identify who my audience is.
- I can join materials together using different techniques (sew, stick, staple).
- I can evaluate my product.

## Spring Term

### Knowledge:

- Explain hygiene and keep a hygienic kitchen
- Describe properties of ingredients and importance of varied diet
- Describe “five a day”
- Describe how food is farmed, home-grown, caught
- Say where food comes from (animal, underground etc.)
- Design eat well plate; explain there are groups of food
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- To design for a purpose.
- To develop models through discussions about appropriate materials to use for the purpose.
- To know how to join materials to allow movement.

### Skills:

- Cut, peel and grate with increasing confidence
- Design pizza and list ingredients.
- Evaluate product and compare to design.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- To cut, shape, join and finish a product.
- To measure materials accurately.
- To choose suitable materials.
- To use a range of tools and equipment to complete a task.

### Vocabulary:

cut, spread, stir, knead, cook, sprinkle,  
Cut, stick, scissors, picture, drawing, join, tear, tools, materials, design, measure,

### British Values/SMSC

- Enabling children to develop their self knowledge, self esteem and self confidence.
- Encourage children to accept responsibility for their behaviour and show initiative.

**How can we enrich this at Holmesdale?**

Science – linked to knowing where foods come from.

Geography – opportunities to find out about foods from around the world.

PSHE – how to keep ourselves healthy.

**End points**

- I can explain what is needed in a healthy diet.
- I can design, make and evaluate a product.
- I can explain food safety.
- I can explain where food comes from.
- I can use tools (e.g. scissors/ knife/ glue gun) safely and correctly.
- I can make mechanism for a moving vehicle.
- I can join materials together using the appropriate techniques.

**Summer Term**

<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To design for a purpose.</li> <li>• To develop models through discussions about appropriate materials to use for the purpose.</li> <li>• Talk about what I would do differently if I were to do it again and why</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Evaluate product and compare to design.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• To cut, shape, join and finish a product.</li> <li>• To measure materials accurately.</li> <li>• To choose suitable materials.</li> <li>• To use a range of tools and equipment to complete a task.</li> </ul>
<p><b>Vocabulary:</b> Cut, stick, build, evaluate, model, tear, join, tools</p>	<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>• Enabling children to develop their self knowledge, self esteem and self confidence.</li> <li>• Encourage children to accept responsibility for their behaviour and show initiative.</li> </ul>
<p><b>How can we enrich this at Holmesdale?</b> . Great Fire of London workshop History/ English Great Fire of London topic.</p>	
<p><b><u>End Points</u></b></p> <ul style="list-style-type: none"> <li>• I can design, make and evaluate a model linked to our history learning.</li> <li>• I can explain my design.</li> <li>• I can join materials in appropriate ways.</li> <li>• I can use tools safely and correctly.</li> </ul>	