



Year 2 Design and Technology Subject Map

Autumn Term Puppets		
Lesson	Skill focus	Context
Lesson 1 WALT investigate a range of puppets and their features.	<ul style="list-style-type: none">• Can children describe what puppets are and how they are used?• Can children recognise and describe a variety of different types of puppets?• Can children identify the features of a variety of puppets?	Children to discuss and explore a range of puppets, their features, what materials are used and what they are used for. They will have the opportunity to choose their favourite puppet, draw and label it.
Lesson 2 WALT work with fabric to create a finger puppet.	<ul style="list-style-type: none">• Can children use a template to cut out appropriate sizes of fabric?• Can children develop ideas by putting components together?• Can children discuss their finished work and evaluate what went well and what could be improved?	Children will to explore and discuss a variety of different finger puppets. Using the template provided, they will work with fabric to create, make and decorate a finger puppet.
Lesson 3 WALT develop and practise sewing skills.	<ul style="list-style-type: none">• Can children use running stitch and/or over stitch to join two pieces of fabric together?• Can children use a needle and thread to attach buttons and other features to material?• Do children know how to work safely with a variety of sharp tools, such as needles and scissors?	Children will learn different sewing techniques to use when creating a puppet. They will practise these skills before making their actual puppet.
Lesson 4 WALT design a glove puppet.	<ul style="list-style-type: none">• Can children design a glove puppet for a particular purpose?• Can children describe what materials and tools they will need to make their puppet?• Can children describe the steps they will need to take to make their puppet?	Children to use the skills they have acquired to design their own glove puppet. They will recap the possible techniques to use and share their ideas to help create their designs.

Lesson 5 WALT follow a design to make a puppet.	<ul style="list-style-type: none"> • Can children describe the steps they will need to take to create their puppet? • Can children follow their designs to create their puppets? • Can children work safely and sensibly when working with a variety of materials and tools? 	Children to follow their designs to create their glove puppet. They should think about the appropriate materials to use and to work safely and carefully
Lesson 6 WALT evaluate a finished product.	<ul style="list-style-type: none"> • Can children evaluate their own finished products and say what they think and feel about them? • Can children comment on the work of others and offer their opinions? • Can children identify ways in which they could improve their work in the future? 	Children to share and demonstrate their puppets. They will then evaluate their own puppets using the worksheet provided.

Spring Term
Making Fire Engines

Lesson	Skill focus	Context
Lesson 1 WALT explore modern fire engines.	<ul style="list-style-type: none"> • Can children name the main features of a fire engine? • Can children describe the functions of various parts of a fire engine? • Can children label the main features of a fire engine? 	Children will explore modern fire engines and their features, looking at what features are common to all vehicles and which are specific to fire engines. There is also the opportunity to look at a 17th century fire engine to compare how they are similar and different to modern fire engines.
Lesson 2 WALT investigate wheels, axles and chassis.	<ul style="list-style-type: none"> • Do children know what wheels, axles and chassis are? • Do children know that there are two different ways of attaching wheels to axles? • Can children experiment with a range of materials and techniques to combine wheels, axles and chassis? 	Children will explore how wheels, axles and chassis work together to create the base of a fire engine. They will explore different ways of attaching the chassis to the axles.
Lesson 3 WALT investigate ways of creating the body of a	<ul style="list-style-type: none"> • Can children identify different ways of combining materials to create the body of a fire engine? • Can children explore ways of making different parts of a fire engine, such as the ladder? • Can children make decisions about appropriate materials and tools to use for different tasks? 	Children will investigate different ways of creating the body of a fire engine, using materials such as cardboard boxes, lolly sticks and other craft materials. They will explore how to create features such as ladders and fire hoses, considering which materials and tools are best suited for different tasks.

fire engine.		
Lesson 4 WALT design a fire engine.	<ul style="list-style-type: none"> • Can children design a fire engine to include wheels, axles, chassis and bodies? • Can children describe which materials and tools they will need to make their fire engines? • Can children discuss their designs and say what they think and feel about them? 	Children will design their own fire engines, based on the learning they have undertaken so far. They will consider which materials and tools they will need, noting their design ideas using notes and diagrams. Children can design a modern or a 17th century fire engine to specific design criteria.
Lesson 5 WALT make a fire engine based on a design.	<ul style="list-style-type: none"> • Can children follow a design to create a fire engine? • Can children use a variety of materials and tools safely and effectively to create a fire engine? • Can children identify ways in which they could improve their products and amend accordingly? 	Children will follow their designs to create their fire engines, using a range of different materials, tools and techniques.
Lesson 6 WALT evaluate a finished product.	<ul style="list-style-type: none"> • Can children evaluate a finished product by identifying what they did well? • Can children evaluate a finished product by identifying what could be improved? • Can children identify ways in which they could improve their work in the future? 	Children will evaluate their own fire engines, as well as fire engines made by their peers. They will consider what went well, what could be improved upon and what they could do differently if they were to make their fire engines again.

**Summer Term
Perfect Pizzas**

Lesson	Skill focus	Context
Lesson 1 WALT find out what the favourite pizzas in the class are.	<ul style="list-style-type: none"> • Can the children identify the different parts of a pizza? • Can the children sort foods into different food groups? • Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy? 	Children to discuss their favourite pizza and compile information into a pictogram. They will also consider healthy eating and complete a balanced plate by sorting their favourite pizza ingredients.
Lesson 2 WALT examine, describe	<ul style="list-style-type: none"> • Can the children name and describe a variety of breads? • Can the children say which breads they like? • Can the children use the features of the bread to 	Children to explore and discuss what pizza bases are made from and where they would be placed on the balanced diet plate. They will explore a variety of bread-based products and decide which would make a

and categorise a variety of bread based products.	decide if it is fit for purpose?	good base for a pizza.
Lesson 3 WALT examine, describe and categorise a variety of pizza toppings.	<ul style="list-style-type: none"> • Can the children name and describe a variety of toppings? • Can the children state their opinions and preferences about different toppings? • Do the children understand eating healthily means having a balanced diet? 	Children to explore and discuss a variety of pizza toppings. They will look at food categories and balanced diets, and be challenged to sort pizza toppings into groups.
Lesson 4 WALT design a balanced healthy pizza.	<ul style="list-style-type: none"> • Do children understand that pizzas can be part of a healthy diet? • Can children design a healthy pizza? • Can children identify what ingredients and tools they will need to make their pizza? 	Children to design a healthy and balanced pizza, making sure they remember to follow the pizza criteria.
Lesson 5 WALT make and evaluate a food product based on a design.	<ul style="list-style-type: none"> • Can children identify and follow rules for food safety and hygiene? • Can children follow a design to make a pizza? • Can children evaluate their finished products and say what they think and feel about them? 	Children to make their pizza following their designs, being sure to work safely and hygienically. They will evaluate their pizzas once they have been made.