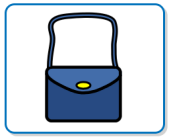
Year 2: Autumn

Textiles: Pouches



Enquiry Question	**How can we make a pouch using a running stitch?**	
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• Materials can be joined together using glue and tape. (Reception Autumn 1) • Different ways to join materials e.g. folding, taping, stapling, threading. (Reception Spring 1)	• Sewing is a method of joining fabric. • Different stitches can be used when sewing. • It is important to tie a knot after sewing the final stitch. • A thimble can be used to protect my fingers when sewing.
Disciplinary Knowledge		
Design	• Design a pouch.	
Make	• Select and cut fabrics for sewing. • Decorate a pouch using fabric glue or running stitch. • Thread a needle • Sew a running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pin and cut fabric using a template.	
Evaluate	• Evaluate the quality of the stitching on others' work. • Discuss as a class, the success of their stitching against the success criteria. • Identify aspects of their peers' work that they particularly like and why.	
Vocabulary	**decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread**	

Teaching Sequence	• *Explore examples* • *Make connections to previous learning* • *Make closer observations through sketching*	• *Model key techniques for children to try* • *Practise techniques/make a prototype*	• *Design own project*	• *Apply skills and knowledge learned to own project*	***ASSESSMENT*** *Evaluate own work*

Learning Questions	What is a running stitch?	What is a template?	Can I design my own pouch?	Can I construct my own pouch?	Can I evaluate my finished project?
Mastery Keys	➢ Can design and make a pouch with evenly sized running stitches.				

Year 2: Spring Mechanisms: Making a Moving Monster

Enquiry Question	How can we make a model move using levers and sliders?	
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• Wheels need to be round to rotate and move. • For a wheel to move it must be attached to a rotating axle. • An axle moves within an axle holder which is fixed to the vehicle or toy. • The frame of a vehicle (chassis) needs to be balanced. • Some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. (Year 2 Spring)	• Mechanisms are a collection of moving parts that work together as a machine to produce movement. • There is always an input and an output in a mechanism. • An input is the energy that is used to start something working. • An output is the movement that happens as a result of the input. • A lever is something that turns on a pivot. • A linkage mechanism is made up of a series of levers
Disciplinary Knowledge		
Design	• Create a design criteria for a moving monster as a class. • Design a moving monster for a specific audience in accordance with a design criteria.	
Make	• Make linkages using card for levers and split pins for pivots. • Experiment with linkages adjusting the widths, lengths and thicknesses of card used. • Cut and assemble components neatly.	
Evaluate	• Evaluate own designs against design criteria. • Use peer feedback to modify a final design.	
Vocabulary	**axle, design criteria, input, linkage, mechanical, output, pivot, wheel, series, lever**	

Teaching Sequence				
• *Explore examples* • *Make connections to previous learning* • *Make closer observations through sketching*	• *Model key techniques for children to try* • *Practise techniques/make a prototype*	• *Design own project*	• *Apply skills and knowledge learned to own project*	***ASSESSMENT*** *Evaluate own work*

Learning Questions	How do objects move?	What are linkages?	Can I design my own moving monster?	Can I construct my own moving monster?	Can I evaluate my finished project?
Mastery Keys	➢ Can design and make a model with levers and pivots and neatly assembled components.				

Year 2: Summer

Food: A Balanced Diet

Enquiry Question	How can we make a sandwich wrap that contains all the food groups?	
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• Understand that they need to eat different foods (Reception Science) • Identify foods that come from plants (Y1 Science) • Understand the term balanced, hygiene, germs, diet and some food groups (Y2 Science Autumn)	• Diet means the food and drink that a person or animal usually eats. • What makes a balanced diet • The five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. • We should eat a range of different foods from each food group, and roughly how much of each food group. • Ingredients means the items in a mixture or recipe
Disciplinary Knowledge		
Design	• Design three wrap ideas based on a food combination which work well together.	
Make	• Chop foods safely to make a wrap. • Grate food to make a wrap. • Spread soft foods to make a wrap • Identify the five food groups	
Evaluate	• Taste and evaluate different food combinations. • Describe appearance, smell and taste. • Describe the information that should be included on a label. • Evaluate food by giving it a score.	
Vocabulary	**appearance, balanced, carbohydrates, chopping board, combination, cut, dairy, design, design brief, diet, evaluate, feel, fruit, grate, grater, ingredients, menu, oils, proteins, review, scissors, smell, snip, spread, spreads, table knife, taste, vegetables**	
Teaching Sequence	• *Explore examples* • *Make connections to previous learning* • *Make closer observations*	• *Model key techniques for children to try* • *Practise techniques/make a prototype* •
	• *Design own project*	• *Apply skills and knowledge learned to own project*
	ASSESSMENT *Evaluate own work*	

	through sketching					
Learning Questions	**What are food groups?**	**How should food groups be balanced within a meal?**	**How do we prepare certain foods?**	**Can I design my own wrap based on criteria?**	**Can I create my own wrap?**	**Can I evaluate my wrap against design criteria?**
Mastery Keys	➢ Can design and create a healthy balance wrap by chopping, grating and spreading foods effectively.					