

# YEAR 2

## MECHANISMS – MOVING MONSTERS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGNING	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><b>People Culture and Communities ELG</b></p> <p>Describe their immediate environment using knowledge from observation,</p>	<p>Use own ideas to design something</p> <p>Describe how their own idea works</p> <p>Design a product which moves</p> <p>Explain to someone else how they want to make their product</p> <p>Make a simple plan before making.</p>	<p>Think of an idea and plan what to do next</p> <p>Explain why they have chosen specific criteria</p>	<p>Prove that a design meets a set criteria</p> <p>Design a product and make sure that it looks attractive</p> <p>Choose a material for both its suitability and its appearance</p>	<p>Use ideas from other people when designing</p> <p>Produce a plan and explain it</p> <p>Persevere and adapt when original ideas do not work</p> <p>Communicate ideas in a range of ways, including by sketches and drawings which are annotated</p>	<p>Come up with a range of ideas after collecting information from different sources</p> <p>Produce a detailed step-by-step plan</p> <p>Explain how a product will appeal to a specific audience</p> <p>Design a product that requires pulleys or gears</p>	<p>Use market research to inform plans and ideas</p> <p>Follow and refine original plans</p> <p>Justify planning in a convincing way</p> <p>Show that culture and society is considered in plans and designs</p>

	discussion, stories, non-fiction texts, and maps.						
MAKING	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Use own ideas to make something</p> <p>Make a product which moves</p> <p>Choose appropriate resources and tools</p>	<p>Choose tools and materials and explain why they have chosen them</p> <p>Join materials and components in different ways</p> <p>Measure materials to use in a model or structure</p>	<p>Follow a step-by-step plan, choosing the right equipment and materials</p> <p>Select the most appropriate tools and techniques for a given task</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes</p>	<p>Know which tools to use for a particular task and show knowledge of handling the tool</p> <p>Know which material is likely to give the best outcome</p> <p>Measure accurately</p>	<p>Use a range of tools and equipment competently</p> <p>Make a prototype before making a final version</p> <p>Make a product that relies on pulleys or gears</p>	<p>Know which tool to use for a specific practical task</p> <p>Know how to use any tool correctly and safely</p> <p>Know what each tool is used for</p> <p>Explain why a specific tool is best for specific action</p>
EVALUATING	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p>	<p>Describe how something works</p> <p>Explain what works well and not so well in the model they have made</p>	<p>Explain what went well with their work</p>	<p>Explain how to improve a finished model</p> <p>Know why a model has or has not been successful</p>	<p>Evaluate and suggest improvements for designs</p> <p>Evaluate products for both their purpose and appearance</p> <p>Explain how the design has been improved</p>	<p>Suggest alternative plans; outlining the positive features and draw backs</p> <p>Evaluate appearance and function against original criteria</p>	<p>Know how to test and evaluate designed products</p> <p>Explain how products should be stored and give reasons</p> <p>Evaluate product against clear criteria</p>

	<p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>				<p>Use IT where appropriate to add to the quality of the product</p>		
<p>TECHNICAL KNOWLEDGE</p>		<p>Make their own model stronger Make a model stronger and more stable</p> <p>Use wheels and axles, when appropriate to do so</p>		<p>Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p> <p>Use a simple IT program within the design Know how to be hygienic and safe when using food</p> <p>Bring a creative element to the food product being designed</p>		<p>Link scientific knowledge to design by using pulleys or gears</p> <p>Use more complex IT program to help enhance the quality of the product produced Use electrical systems correctly and accurately to enhance a given product</p> <p>Know which IT product would enhance a specific product Use knowledge to improve a made product by strengthening, stiffening or reinforcing</p>	
<p>FOOD TECHNOLOGY</p>		<p>Cut food safely Weigh ingredients to use in a recipe</p> <p>Describe the ingredients used when making a dish or cake</p>		<p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not Know when food is ready for harvesting Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p>		<p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting the ingredients in the first place</p> <p>Know which season various foods are available for harvesting Explain how food ingredients should be stored and give reasons</p> <p>Work within a budget to create a meal</p> <p>Understand the difference between a savoury dish and sweet dish.</p>	

## COMPOSITES

Generate ideas by drawing on experiences.

Design a product with a linkage mechanism.

Make a Moving monster, using tools safely, with moving a linkage mechanism.

Evaluate and test the product with a linkage mechanism.

## COMPONENTS

	1	2	3	4	End Point
	<p>Can I explore and evaluate a range of existing products?</p> <p>How can I use lever and linkage mechanisms?</p>	<p>How can I create a working linkage?</p> <p>How can I evaluate and improve my linkage?</p>	<p>How can I create a functional and appealing product?</p> <p>How can I communicate my ideas?</p> <p>How can I evaluate and improve my product?</p>	<p>Which tools, materials and equipment should I use to create my product?</p> <p>Which mechanism should I use to create my product?</p> <p>How can I improve my design?</p>	<p>Children will know how to create a linkage and lever mechanisms.</p> <p>Children will be able to use tools safely.</p> <p>Children can join different materials.</p> <p>Children can test their product and evaluate it against the design criteria.</p> <p>Children will say what went well and what they would improve.</p>
<p><b>CONCEPTS</b></p> <p>Link to concept map</p>	Design	Design	Design	Design	Children will have used their understanding and knowledge of levers and linkages to design a moving monster.
	Systems	Systems	Systems	Systems	Children will have made a linkage and lever mechanism.
	Techniques	Techniques	Techniques	Techniques	Children will have made a linkage and lever mechanism.
	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Children will make and evaluate their moving monster and the mechanisms used.



	pivot wheel	pivot wheel	pivot wheel	pivot wheel	
<b>CURRICULUM EXPERIENCES</b>				Create own moving monster.	
<b>END POINT</b>	Children will know what levers and linkages are. They will have 3 step criteria for their product.	Children will understand what a linkage is. They will have created a range of linkages and thought of ideas to improve their work.	Children will have tested a range of linkages. Children will decide on a design they are going to use based on their tests.	Children will have made a working moving monster.	

