



Design and Technology Topic: Design and make a gingerbread man.

Year: 2 Term: Autumn 2

Key Knowledge/Content:

- Know why it's important to generate ideas, considering the purposes for which I am designing.
- Know that germs can make people poorly.
- Name a range of ingredients and utensil used.
- Know where some ingredients come from.
- Know there is good and bad bacteria.
- Know how to evaluate my product against the original design criteria carrying out appropriate tests e.g. how well it meets its intended purpose.

Links to:

Prior learning:

The children designed, made and evaluated a musical instrument. The children explored a range of sounds, made, and tested their instrument.

Future learning:

The children are going to design, make and evaluate a famous landmark.

Key vocabulary with definition:

Prior vocabulary:

- Experiment – Allows one to find more opportunities to discover about a certain idea and various alternatives.
- Modify - Make partial or minor changes to (something).
- Movement - An act of moving.
- Audience - A group of people who are spectators or listens to an event such as a play, concert or meeting.

New vocabulary:

- Appealing - Someone or something who is able to attract interest or is easy to like.
- Bacteria - Small organisms, or living things, that can be found in all natural environments.
- Germs - Tiny organisms, or living things, that can cause disease.

By the end of this unit

All children can: Choose a utensils and ingredients needed to make a recipe and **demonstrate** how to use utensils safely.

Most children can: **demonstrate** how to mix, pour and slice **explain** how to have good hygiene when cooking.

Some children can: **explain** what went well and the challenges they faced when making the product and **explain** what can make a product more appealing.

Background understanding for teachers and parents:

The children are going to design, make a gingerbread man. The children will explore a range of ingredients. Once they have finished their product, the children will test their product and explain what went well and the challenges they faced.

Curriculum Driver (one):

Communication

Evidence outcome:

The children will discuss a range of mechanisms and compare the range of toys.