



Year 2 Progressions of Skills - D&T

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work		Structures: Baby Bear's Chair		Mechanisms: making a moving monster		Mechanisms: Fairground Wheel
Enrichment opportunities						
Knowledge						
Pupils know:	Technical: <ul style="list-style-type: none"> To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly 		Technical: <ul style="list-style-type: none"> To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know that there is always an input and output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is 		Technical: <ul style="list-style-type: none"> To know everyday objects have mechanisms. To know many things that move have parts inside to help them work. To know mechanisms usually limit unwanted movement. To know everyday objects utilise wheels and axles. To know wheels must be able to turn to work effectively. To know axles allow wheels to turn without falling off. Further Knowledge: <ul style="list-style-type: none"> To know the features of a fairground wheel include the wheel, frame, 	



	<p>fixed and unlikely to change or move.</p> <ul style="list-style-type: none"> • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily. <p>Further Knowledge:</p> <ul style="list-style-type: none"> • To know that natural structures are those found in nature. • To know that man-made structures are those made by people. 	<p>made up of a series of levers.</p> <p>Further Knowledge:</p> <ul style="list-style-type: none"> • To know some real-life objects that contain mechanisms. 	<p>Pods, a base, an axle and an axle holder.</p>
Skills			
Design	<ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects. 	<ul style="list-style-type: none"> • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. 	<ul style="list-style-type: none"> • Conducting simple surveys or discussions to gather opinions on what others need or like in a design. • Knowing that a survey is used to find out what people like. • Using a simple design brief that outlines the intended use, target user, and key features of the



			<p>product, to create simple design criteria.</p> <ul style="list-style-type: none">• Knowing that a design brief helps to decide what to make.• Knowing that design criteria are the steps for making a product successful.• Creating ideas with design criteria in mind.• Referring to specific parts of existing products when generating ideas.• Knowing that the design criteria help when thinking of ideas.• Using labels to explain parts of a design, label materials, etc.• Using labels to explain parts of a design, label materials, etc.• Knowing that drawings can help explain how something works.• Knowing that a label explains part of a drawing.
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<p>Make</p>	<ul style="list-style-type: none">• Making a structure according to design criteria.• Creating joints and structures from paper/card and tape.• Building a strong and stiff structure by folding paper.	<ul style="list-style-type: none">• Making linkages using card for levers and split pins for pivots.• Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.• Cutting and assembling components neatly.	<ul style="list-style-type: none">• Choosing materials, ingredients or components from a wider range of materials, ingredients or components.• Explaining their choices based on the properties of materials and components.• Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc.• Following and recalling simple safety instructions.• Knowing that some tools are sharp like scissors and knives.• Choosing known geometric shapes when making.• Beginning to shape objects to improve how they work.• Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere.• Considering balance in their finishing, like evenly spaced decoration.
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<p>Evaluate</p>	<ul style="list-style-type: none">• Exploring the features of structures.• Comparing the stability of different shapes.• Testing the strength of own structures. Identifying the weakest part of a structure.• Evaluating the strength, stiffness and stability of own structure.	<ul style="list-style-type: none">• Evaluating own designs against design criteria.• Using peer feedback to modify a final design.	<ul style="list-style-type: none">• Discussing a range of existing products and saying what they like and dislike about them.• Evaluating existing products against design criteria.• Evaluating their ideas and creations against simple design criteria.• Knowing that design criteria help to decide if their product is a success.• Suggesting improvements to their peers' designs and products.• Knowing that to improve means to make something better.• Knowing that their suggestions can improve someone else's work.
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