



Year Two Learning Journey Plan

Term - Summer 1
 Curriculum Theme - Wheels and axles
 Curriculum Drivers - Science

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
Design and Technology	<p>To understand how to create designs through drawings.</p> <p>To understand which techniques are needed to create their product.</p> <p>To identify what is good about their product</p>	<p>To understand how to develop their ideas through discussion, drawing and modelling.</p> <p>To begin to understand which tools and materials to select to create their product.</p> <p>To identify what is good about their product and make suggestions on how it can be improved.</p>	<ol style="list-style-type: none"> Explore and evaluate a range of wheeled products such as toys and everyday objects. Through questioning, direct children's observations e.g. the number, size, position and methods of fixing wheels and axles. How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round? Draw an example of a wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders. Walk around the school building and grounds, recording how wheels and axles are used in daily life. Using construction kits with wheels and axles, ask children to make a product that moves. Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles. Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. Discuss how the children might add finishing techniques to their product with reference to their design ideas and criteria. Direct the children to information and communication technology opportunities such as clip art, word processing, paint or simple drawing programs. Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made. 	<p>Children create a product that requires the use of wheels and axles. They will be able to discuss why they have designed their product in their chosen way.</p>	<p>Vehicle</p> <p>Wheel</p> <p>Axle</p> <p>Chassis</p> <p>Cab</p> <p>Assemble</p> <p>Cut</p> <p>Join</p> <p>Shape</p> <p>Finish</p> <p>Mechanism</p> <p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Functional</p> <p>Criteria</p> <p>Purpose</p>