

The Design and Technology Curriculum at Hindhayes



Hindhayes
INFANT SCHOOL

Hooked on Thinking
Working With and For Local Families

Recent research shows us that:

“Children like making decisions for themselves and doing practical work. They love creating products they can see, touch – and even taste – for themselves. They feel proud to have done so.” – **D&T Association**

“By planning for all children to reach the end of a half term all having made an identical product, we do not plan for children to exercise creativity and imagination.” – **Aidan Severs, TES News**

“A problem should be the driving force behind any D&T unit, not the idea that all children should be able to make a picture frame or sew a slipper.” – **Aidan Severs, TES News**

“Pupils need to be able to test, refine and develop the products they design and make to check that they work and improve them if they don’t.” – **Ofsted 2012**

Developing design and technology at Hindhayes:

Curriculum INSET training (September 2020)

Curriculum staff meetings

Meeting with Rena (April 2021)

Better Learning Team involvement – developing the way children record their learning

Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2
Design purposeful, functional, appealing products for themselves and other users based on design criteria			Year 1 designers and makers will: Explain the product they have designed. Describe who their product is for. Explain what their product will be used for	Year 2 designers and makers will: Draw on their own experiences and existing products. Describe how their product will work. Explain why their product is suitable for their intended user
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Foundation Stage designers and makers will: Create collaboratively sharing ideas, resources and skills. Model ideas using construction kits. Use language of designing and making	Year 1 designers and makers will: Represent ideas through talking and drawings. Begin to draw on their own experiences to help generate ideas. Start to suggest new ideas and explain what they are going to do.	Year 2 designers and makers will: Create templates and mock-ups to develop their ideas. Represent ideas through written work. Use knowledge of existing products to help come up with ideas. Use technology (where appropriate)
Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)		Foundation Stage designers and makers will: Safely use a range of small tools (e.g. scissors)	Year 1 designers and makers will: Choose suitable tools. Learn to use tools safely. Cut materials safely Use joining techniques (e.g. gluing and taping)	Year 2 designers and makers will: Explain why they have chosen certain tools. Measure, mark and cut materials. Demonstrate a range of cutting and shaping techniques (e.g. tearing and folding). Use finishing techniques to improve the appearance
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Foundation Stage designers and makers will: Explore a variety of materials and textures. Use of construction kits	Year 1 designers and makers will: Choose suitable materials Use a range of materials	Year 2 designers and makers will: Explain why they have chosen certain materials. Measure materials / ingredients.
Explore and evaluate a range of existing products		Foundation Stage designers and makers will: Participate in small group, class and one-to-one discussions. Offer their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen	Year 1 designers and makers will: Understand how a product is used / how it works. Identify the intended users. Discuss where you might find the product. Explore what materials / mechanisms have been used	Year 2 designers and makers will: Identify the materials used. Express an opinion about the product. Suggest improvements.
Evaluate their ideas and products against design criteria		Foundation Stage designers and makers will: Participate in small group, class and one-to-one discussions. Share their creations. Explain the process they have used	Year 1 designers and makers will: Talk about what they have made / describe what their product is Discuss whether their product meets their design Say whether their product is for themselves or other users	Year 2 designers and makers will: Describe how their product works. Suggest how they could improve their product. Say how their product is suitable for their intended user. Use simple design criteria.
Build structures, exploring how they can be made stronger, stiffer and more stable		Foundation Stage designers and makers will: Understand the concept that structures can become unstable when building with large construction toys and will build and watch towers fall.	Year 1 designers and makers will: Suggest ways to make a material / product stronger, stiffer and more stable	Year 2 designers and makers will: Use own ideas to try and make a product stronger, stiffer and more stable.
Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products		Foundation Stage designers and makers will: Gain first-hand experience of mechanisms through the use of toys and books with moving parts.	Year 1 designers and makers will: Explore the use of mechanisms Begin to understand how to use mechanisms in their products	Year 2 designers and makers will: Test out different ways of creating a mechanism. Use mechanisms effectively in their products
Use the basic principles of a healthy and varied diet to prepare dishes		Foundation Stage designers and makers will: Practise stirring, mixing, pouring	Year 1 designers and makers will: Start to understand how to name and sort foods into the five groups. Know that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically. Know how to use techniques to prepare dishes (e.g. cutting, peeling, grating, tearing, folding)	Year 2 designers and makers will: Understand how to name and sort foods into the five groups. Describe differences between food groups. Demonstrate how to prepare simple dishes safely and hygienically. Demonstrate how to use techniques to prepare dishes (e.g. cutting, peeling, grating, tearing, folding). Measure and weigh ingredients (this may be non-standard).
Understand where food comes from		Foundation Stage designers and makers will: Become familiar with a range of foods and have opportunities to observe, explore and taste food items.	Year 1 designers and makers will: Begin to understand that all food comes from plants or animals Begin to understand that food has been farmed, grown elsewhere (e.g. home) or caught	Year 2 designers and makers will: Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught.