

# Hatherley Infant School

## Teaching and learning intent for DT

NC -

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria

Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Reception		Year 1	Year 2
<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>- Explores what happens when they mix colours.</li> <li>- Experiments to create different texture</li> <li>- Uses simple tools and techniques competently and appropriately.</li> <li>- Selects appropriate resources and adapts work where necessary.</li> <li>- Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	Design	<ul style="list-style-type: none"> <li>- Draw on their own experiences to help generate ideas</li> <li>- Suggest ideas and explain what they are going to do</li> <li>- Identify a target group for what they intend to design and make</li> <li>- Model their ideas in card and paper</li> <li>- Develop their design ideas applying findings from their earlier research</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas by drawing on their own and other peoples experiences</li> <li>- Develop their design ideas through discussion, observation, drawing and modelling</li> <li>- Identify a purpose for what they intend to design and make</li> <li>- Identify simple design criteria</li> <li>- Make simple drawings and label parts</li> </ul>
<p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>- Chooses particular colours to use for a purpose.</li> </ul>	Make	<p>Make their design using appropriate techniques</p> <ul style="list-style-type: none"> <li>- With help measure, mark out, cut and shape a range of materials</li> <li>- Use tools e.g. scissors and a hole punch safely</li> <li>- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>- Use simple finishing techniques to improve the appearance of their product</li> </ul>	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <ul style="list-style-type: none"> <li>- Measure, cut and score with some accuracy</li> <li>- Use hand tools safely and appropriately</li> <li>- Assemble, join and combine materials in order to make a product</li> <li>- Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>- Choose and use appropriate finishing techniques</li> </ul>

	Evaluate	<ul style="list-style-type: none"> <li>- Start to evaluate their product by discussing how well it works in relation to the purpose</li> <li>- When looking at existing products explain what they like and dislike about products and why.</li> <li>- Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their work against their design criteria.</li> <li>- Look at a range of existing products explain what they like and dislike about products and why.</li> <li>- Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>- With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>
	Cooking and Nutrition	<ul style="list-style-type: none"> <li>- Begin to understand that food comes from plants and animals</li> <li>- Start to understand and sort foods into the five groups in 'The Eat Well Plate'</li> <li>- Begin to understand that everyone should eat at least 5 portions of fruit and vegetables every day</li> <li>- Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>- Know how to use techniques such as cutting, peeling and grating</li> <li>- Select and use appropriate fruit and vegetables, processes and tools</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that all food comes from plants or animals.</li> <li>- Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>- Understand how to name and sort foods into the five groups in 'The Eat well plate'</li> <li>- Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>- Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>- Demonstrate how to use techniques such as cutting, peeling and grating</li> </ul>

**Key Vocabulary:**

Design select choose cut join evaluate template develop material textile model product mock up test taste mechanism equipment tool draw recipe