

Design and Technology Development at Kiveton Park Infants

Key Concepts:	Nursery	Reception	Y1	Y2
Design and develop	<ul style="list-style-type: none"> To describe their plan 	<ul style="list-style-type: none"> To design models and creations To describe their plan To select appropriate resources and adapt work where necessary To construct with a purpose in mind, using a variety of resources 	<ul style="list-style-type: none"> Begin to draw on their own experience to help generate ideas and research conducted on criteria Begin to understand the development of existing products: What they are for, how they work, materials used Start to suggest ideas and explain what they are going to do Understand how to identify a target group for what they intend to design and make based on design criteria Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT 	<ul style="list-style-type: none"> Start to generate ideas by drawing on their own and other people's experiences Begin to develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Understand how to identify a target group for what they intend to design and make based on design criteria Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT
Take risks Use technical knowledge	<ul style="list-style-type: none"> To use one-handed tools and equipment, e.g. makes snips in paper with child scissors 	<ul style="list-style-type: none"> To use simple tools to effect changes to materials To handle tools, objects, construction and malleable materials safely and with increasing control 	<ul style="list-style-type: none"> Begin to make their design using appropriate techniques Begin to build structures, exploring how they can be 	<ul style="list-style-type: none"> Begin to select tools and materials; use correct vocabulary to name and describe them Learn to use hand tools safely and appropriately

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	<ul style="list-style-type: none"> • To understand that equipment and tools have to be used safely • To show an interest in technological toys with knobs or pulleys, or real objects • To make toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images 	<ul style="list-style-type: none"> • To show understanding of the need for safety when tackling new challenges and consider and manage some risks • To show understanding of how to transport and store equipment safely • To practise some appropriate safety measures without direct supervision • To manipulate materials to achieve a planned effect • To use simple tools and techniques competently and appropriately • To select tools and techniques needed to shape, assemble and join materials they are using • To handle equipment and tools effectively, including pencils for writing • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • To use what they have learnt about media and materials in 	<p>made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> • With help measure, mark out, cut and shape a range of materials • Explore using tools e.g. scissors and a hole punch safely • Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Begin to use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> • Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products • Start to assemble, join and combine materials in order to make a product • Demonstrate how to cut, shape and join fabric to make a simple product • Use basic sewing techniques. • Start to choose and use appropriate finishing techniques based on own ideas
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		original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories		
Evaluate, critique and test	<ul style="list-style-type: none"> To talk about their creations 	<ul style="list-style-type: none"> To talk about what they have made To discuss any improvements they might make or how they would do it differently next time 	<ul style="list-style-type: none"> Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria) When looking at existing products explain what they like and dislike about products and why Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make 	<ul style="list-style-type: none"> Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why Start to evaluate their products as they are developed, identifying strengths and possible changes they might make With confidence talk about their ideas, saying what they like and dislike about them
Food and nutrition	<ul style="list-style-type: none"> To follow a simple recipe 	<ul style="list-style-type: none"> To follow a simple recipe to bake Start to chop food using an age appropriate knife To talk about which foods can maintain good health 	<ul style="list-style-type: none"> Begin to understand that all food comes from plants or animals Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught Start to understand how to name and sort foods into 	<ul style="list-style-type: none"> Understand that all food comes from plants or animals Know that food has to be farmed, grown elsewhere (e.g. home) or caught Understand how to name and sort foods into the five groups in 'The Eat well plate'

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			<p>the five groups in 'The Eat well plate'</p> <ul style="list-style-type: none"> • Begin to understand that everyone should eat at • least five portions of fruit and vegetables every day • Know how to prepare simple dishes safely and hygienically, without using a heat source • Know how to use techniques such as cutting, peeling and grating 	<ul style="list-style-type: none"> • Know that everyone should eat at least five portions of fruit and vegetables every day • Demonstrate how to prepare simple dishes safely and hygienically (adult to cook or bake, children not to be permitted to use heat source) • Demonstrate how to use techniques such as cutting, peeling and grating
Points of Inspiration	Familiar buildings in the community	Buildings in the community and famous buildings nationally/internationally	Isambard Kingdom Brunel Christopher Wrenn	Emily Warren Roebling Frank Lloyd Wright