



Subject- Design and Technology

Threshold Concepts and Milestones

Threshold Concept		Foundation Stage 1	Content
<p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</p>	<p>Food</p>	<ul style="list-style-type: none"> • Cut some ingredients safely and hygienically with support. • Observe and help where appropriate the measuring of ingredients. • Mix ingredients • Add decoration where appropriate. • Begin to use a range of small tools including cutlery. 	<p><u>Child Initiated Activities:</u> <u>Home Corner:</u> Using cutlery in home corner to pretend cooking, mixing, feeding dolls. Adding real vegetables, dry pasta, dry rice, white beans, tongs and different sized spoons. <u>Water Tray:</u> Using wooden spoons and ladles at the water tray to pretend mixing, cooking. Add fruit pieces, flower petals, pompoms, leaves...to water. <u>Mud kitchen:</u> Follow mud kitchen 'recipes' that use natural ingredients: soil, water, leaves, conkers, pebbles, bark, sycamore seeds, pinecones etc. Children to chop leaves and herbs using child knife and chopping boards, using measuring spoons to follow the 'recipe' <u>Sand Tray:</u> Pretend cooking utensils, scoops, spoons...using dry and wet sand to make pretend food. <u>Play dough Table:</u> Chopping, cutting, rolling using knives scissors and other play dough tools to make a variety of food.</p>

			<p><u>Adult Led Activities:</u> Teaching the process of food preparation, basic health and safety food hygiene and cooking recipes. Teaching: cutting skills using safety knives; measuring ingredients using scales, cups, jugs; making recipes, mixing ingredients and observing changes in texture.</p> <p><u>Adult led food activities:</u> Diwali Sweets (Autumn 1Term) Christmas Cupcakes (Autumn 2Term) Chinese New Year fried rice (Spring 1 Term) Shrove Tuesday Pancakes (Spring 1Term) Gingerbread biscuits (Spring 2Term) Healthy snacks and healthy recipes in preparation for school meals in F2 (Sumer 1 and 2 Term).</p>
	<p>Materials</p>	<ul style="list-style-type: none"> • Begin to use a range of small tools, including scissors. • Rip paper and make snips with scissors. • Explore and experiment fixing things together with glue and tape. 	<p><u>Child Initiated Activities:</u> <u>Making collages:</u> Cutting and ripping up a variety of paper to make seasonal collages. Using different glues and tape to assemble seasonal collages. <u>Cutting:</u> To cut pictures out of wrapping paper, magazines to decorate plates, models they made or adding to greeting cards. <u>Decorating:</u> To decorate Eid prayer mats (fringe cutting for rug, ripping tissue paper). Wrapping presents at Christmas using tape and scissors. Decorating Diwali pots using playdough and clay tools. Box modelling- fixing recycled boxes and making models using recycling resources.</p>

			<p><u>Adult Led Activities:</u> <u>Box Modelling:</u> Teaching to use their imagination while developing their design skills and creativity. Teaching to develop their self-confidence as they are enabled to explore materials and how to use them. Making houses for 'The Three Little Pigs' using different materials. Making a fire engine/police car using boxes and recycling materials.</p> <p><u>Other adult led activities:</u> Making a Collage - Seasonal pictures using leaves/glue/scissors/tissue paper etc. Making Christmas paper chains Chinese new year paper lanterns</p>
	<p>Textiles</p>	<ul style="list-style-type: none"> • Add decoration to fabric when appropriate. 	<p><u>Child Initiated Activities:</u> Mark making, painting and printing on canvas. Colour themed textile collages.</p> <p><u>Adult Led Activities:</u> <u>Decorating Fabrics:</u> Provide children with a range of fabrics so the children can explore and experience different textures.</p> <ul style="list-style-type: none"> • wool, fabric, cotton, and yarn of different colours, lengths and shapes. • ready-cut paper or fabric for sticking. <p>Model the techniques and tools needed for this area of experience so children can:</p>

			<p>Explore different fabric with their hands Use scissors to cut and trim fabric, yarn and string. Spread glue and stick fabric, yarn, wool and other materials on to a chosen surface.</p> <p>Provide small baskets, ice cream, or margarine tubs, and sorted materials such as buttons, ribbon, bows, lace, beads, string, cotton balls and sequins. Use them as decorations to add detail to textile creations.</p> <p><u>Other adult led activities:</u> Making spring flowers with fabric petals: The children paint the stem and then they decorate the petals and glue them on.</p> <p>Printing on fabric with autumn leaves</p>
	<p>Electricals and electronics</p>	<p>• With support use battery operated toys.</p>	<p><u>Child Initiated Activities:</u> Children to use torches, sound makers and tills in role play. To use simple sound recording devices, talking clipboards, talking tins and microphones Children to have access to simple ICT toys that do actions/ light up when buttons are pressed.</p> <p><u>Adult Led Activities:</u> Explore battery-operated toys and talk about how they work and how to play safely. Explore other battery-operated equipment such as Remote control cars and photo-recorders.</p>

		Explore Bee Bots and show children how to use those following simple instructions.
Computing	<ul style="list-style-type: none"> • Use a draw and paint App. 	<p><u>Child Initiated Activities:</u> Children to have independent access to iPad station (Summer Term)</p> <p><u>Adult Led Activities:</u> (2 weeks) Teaching how use and manipulate iPads safely. Teach how to use draw and paint App.</p>
Construction	<ul style="list-style-type: none"> • Explore and create with a variety of construction kits. 	<p><u>Child Initiated Activities:</u> Children to explore and create using a variety of construction equipment such as: Wooden blocks, Mobile, Duplo, Lego, Popoids and Stickle bricks.</p> <p><u>Adult Led Activities:</u> Demonstrate and encourage building of structures - towers/houses. Demonstrate how to build more complex structures such as rockets, helicopters, police cars and fire engines. Demonstrate how to build structures around train track - engine shed, houses, schools, stations. Build structures for the class story role-play (bridge for The Three Billy Goats Gruff, House for Goldilocks and sleigh for Christmas.</p>
Mechanics	<ul style="list-style-type: none"> • Play with toys that move and have moving parts. 	<p><u>Child Initiated Activities:</u> Wind-up cars, wind-up water toys Pull-along and push-along toys Car ramps Car garages with lifts</p>

			<p>Wind mills in windy weather Large pulley outside to lift things See-saw outside Bikes and cars outside</p> <p><u>Adult Led Activities:</u> Join children's self-initiated play to model how to demonstrate usage and add ideas</p>
<p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p>		<ul style="list-style-type: none"> • Share their creations and talk about what they have made. 	<p><u>Problem:</u> During fruit time, children would like more than one fruit to eat. <u>Design Brief:</u> make a healthy snack with a variety of fruits.</p> <p><u>Design:</u> <u>Whole Class:</u> Display a variety of fruit and vegetables for children to explore. Circle time: Pass the food around the circle. Children to use their senses to investigate each food by touching, looking and smelling. Demonstrate how to choose a favourite food and show them how to draw it ready to design our healthy kebab.</p> <p><u>Small Group Work:</u> Children to design their healthy kebab (with adult support). Draw a healthy kebab: large pieces of paper, whiteboards, chalkboards, pencils, crayons, chalks, colouring pencils, felt tips and whiteboard pens. Share photographs, videos and books to gather ideas for the designing process.</p>

			<p>For children who cannot draw provide photos of a variety of healthy foods for them to choose and place on a piece paper.</p> <p><u>Whole Class:</u> Share and discuss each other designs.</p> <p><u>Make:</u></p> <p><u>Whole Class:</u> Display one of their group designs and discuss ideas for how to make it. Discuss what resources to use to make a healthy kebab.</p> <p><u>Small Group Work:</u> Children with adult support to use their designs to make their healthy Kebabs. Choose equipment needed. Discuss how to use the equipment to make the healthy kebab safely. To work together to make healthy kebabs in each group.</p> <p><u>Whole class:</u> Discuss how they made their healthy kebabs. Children to eat their healthy kebabs, adult to watch for children's instant reactions. Share feedback with each other. Adults to annotate children's feedback, likes and dislikes and take photographs.</p> <p><u>Evaluate:</u></p> <p><u>Whole Class:</u> With adult support, discuss what they liked and disliked about their healthy kebabs.</p>
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<p>Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>		<ul style="list-style-type: none"> • Talk about likes and dislikes about everyday products and toys. 	<p><u>Research:</u> Visit ASDA and explore the fruit and vegetables section. Can they buy fruit kebabs/ snacks? What fruit snack are available to buy? Discuss what we can see and what it is. Take photos and make a video of our visit to ASDA to use it later on as our base research.</p> <p><u>Whole Class:</u> Watch video: 'Healthy Food for Kids from Steve and Maggie' https://www.youtube.com/watch?v=kKuYfLM0yDc Discuss children's favourite snacks and talk about why they like them.</p>

			<p>Look for different fruit snack that are available to buy. Do they look appetising?</p> <p><u>Whole Class:</u> Read stories about healthy food/snacks. Provide non-fiction books, recipe books and gather ideas for making a healthy snack.</p> <p><u>Homework:</u> Ask parents to share photos of their healthy snacks (when appropriate). Ask parents for feedback about their favourite snack as a family. Which is the most popular snack at home? Send home a pictorial questionnaire for parents to discuss with children about their favourite healthy foods.</p> <p><u>Small Group Work:</u> Children to work in small groups with adult support. Share ideas together as a class, sharing findings from our research: from our visit to ASDA, from books and videos and from parental questionnaires. Decide on our favourite healthy snack.</p>
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