



## Subject- Design and Technology



### Threshold Concepts and Milestones

Threshold Concept		Year 1	Content
<p><b>Master practical skills</b> 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>	Food	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>- Teach children how to hold a knife properly by starting with a plastic knife- have them cut playdough shapes first to master the holding and movement of the knife. Make sure the fingers are away from the blade.</li> <li>- Introduce a cutting knife with a soft fruit e.g. a banana. Have everyone do the same steps at the same time. Model carefully.</li> <li>- Watch cooking shows for children to look at the techniques used.</li> <li>- Practice measuring different objects and different amounts using objects around the classroom. Tell the children the importance of accuracy and finding the correct number and measurement on the scales.</li> <li>- Begin assembling simple foods, following instructions carefully (e.g. Jam sandwiches)</li> <li>- Read instructions carefully and watch a chef assemble certain snacks together on a tv show.</li> </ul>
<p><b>Design, make, evaluate and improve</b> This concept involves developing the process of design</p>		<ul style="list-style-type: none"> <li>• Design products that have a clear purpose.</li> <li>• Make products.</li> </ul>	<p><b>Problem:</b> KS2 need some new cold breaktime snacks that are both healthy and filling. <b>Design brief:</b> Create a new break time snack for KS2. (granola bars, flapjacks, biscuits, fruit kebabs)</p>

<p>thinking and seeing design as a process.</p>		<ul style="list-style-type: none"> <li>• Evaluate through discussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Generate snack ideas from the year 1 cohort and send out voting sheets to KS2 to help decide the end product.</li> <li>➤ Snack ideas must be fit for purpose: filling, healthy, easy to hold/eat, cheap.</li> <li>➤ Children taught how to safely prepare, make and advertise snack.</li> <li>➤ Create and sell over a week. - After a week of selling, give out feedback forms to help with the evaluation, redesign, remaking and reselling of snacks.</li> </ul>
<p><b>Take inspiration from design throughout history</b> This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>		<ul style="list-style-type: none"> <li>• Talk about object and designs, expressing likes and dislikes.</li> <li>• Suggest improvements to existing designs.</li> <li>• Talk about how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring in the same snacks from different brands. Discuss what we like, what makes us want to eat it, what we don't like, how each design could be improved etc.</li> <li>- Watch 'how it's made' to show food production on great scales.</li> <li>- Watch cooking shows for children to observe following instructions, measuring, cooking technique.</li> <li>- Discuss our favourite foods and why they're our favourite (shape, easy to eat, taste).</li> </ul>