

## Loans box contents

### Then

- Oil lamp
- Teapot
- Horn beaker
- Codd-neck bottle
- Curling irons
- Flat iron
- Brass saucepan
- Baby's gown



**Now**

- Torch
- Teapot`
- Plastic beaker
- Plastic bottle
- Electric curling irons
- Electric iron
- Aluminium saucepan
- Baby grow



# Guidance for the used of these loan boxes and associated activity sheets

## Design and technology: Key Stage 1

During Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.

Teaching should ensure that 'knowledge and understanding' are applied when 'developing ideas', 'planning', 'making products' and 'evaluating' them.

## Knowledge, skills and understanding

### Developing, planning and communicating ideas

1. Pupils should be taught to:
  - a. generate ideas by drawing on their own and other people's experiences
  - b. develop ideas by shaping materials and putting together components
  - c. talk about their ideas
  - d. plan by suggesting what to do next as their ideas develop
  - e. communicate their ideas using a variety of methods, including drawing and making models.

### Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:
  - b. explore the sensory qualities of materials

### Evaluating processes and products

3. Pupils should be taught to:
  - a. talk about their ideas, saying what they like and dislike

## **Knowledge and understanding of materials and components**

4. Pupils should be taught:

- a. about the working characteristics of materials [for example, folding paper to make it stiffer, plaiting yarn to make it stronger]
- b. how mechanisms can be used in different ways [for example, wheels and axles, joints that allow movement].

## **Breadth of study**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. investigating and evaluating a range of familiar products [for example, talking about how they work, and whether they do what they are supposed to do]
- b. focused practical tasks that develop a range of techniques, skills, processes and knowledge.

## **Note for 1c, 3a - Cross reference to English**

En1 Speaking and listening: Speaking

1. To speak clearly, fluently and confidently to different people, pupils should be taught to:

- a. speak with clear diction and appropriate intonation
- b. choose words with precision
- c. organise what they say
- d. focus on the main point(s)
- e. include relevant detail
- f. take into account the needs of their listeners

En1 Speaking and listening: Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:

- a. take turns in speaking
- b. relate their contributions to what has gone on before
- c. take different views into account
- d. extend their ideas in the light of discussion
- e. give reasons for opinions and actions

## **Note for 2a - Cross reference to art and design**

Investigating and making art, craft and design

2. Pupils should be taught to:

- a. investigate the possibilities of a range of materials and processes
- b. try out tools and techniques and apply these to materials and processes, including drawing

## **Note for 2a - Cross reference to science**

Sc3 Materials and their properties: Grouping materials

1. Pupils should be taught to:

- a. use their senses to explore and recognise the similarities and differences between materials
- c. recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally
- d. find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties