

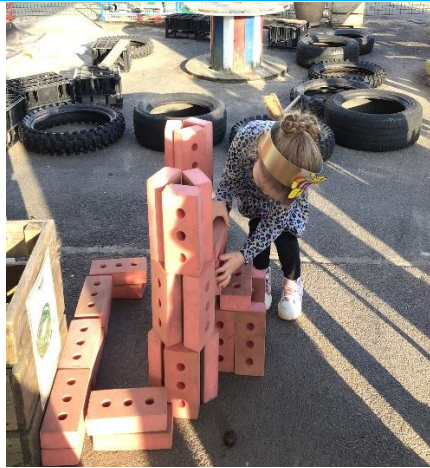


CAM WOODFIELD INFANT SCHOOL

GROW – EXPLORE – DISCOVER

Cam Woodfield Infant School

Subject Story for DT



Intent

At Cam Woodfield Infant School our vision for Design Technology (DT) is that all children have the opportunity, through 'hands on experience' to be creative and design in a varied way, with meaning. Through DT, we encourage children to become independent, creative problem solvers and thinkers, both as individuals and as part of a team. Our curriculum provides opportunities for children to design, create and reflect on their DT work. We celebrate children's successes and encourage them to evaluate their designs, material choices and final product and also identify possible development points. Design Technology is a way for children to use their imagination and creativity, testing their own ideas to gain self-confidence.

The National Curriculum for DT aims to ensure that all pupils:

- *develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world*
- *build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook*

Implementation

At Cam Woodfield Infant School DT is a vital component in our school that brings learning to life through creativity and design. We value children making decisions and learning through practical experiences and creating things they can touch, see and taste.

Teachers use Cornerstones Curriculum Maestro to plan DT across EYFS and Key Stage 1. When creating weekly planning, teachers will ensure that they use the DT progression provided by Cornerstones in order to check for coverage. The programmes of study within Cornerstone DT ensure that full coverage is achieved. Opportunities are also provided for the objectives to be covered more than once which ensures gaps in knowledge can be addressed. The knowledge or skill is clearly identified on the lesson plan, as well as key questions that are used to support children's learning.

In EYFS, DT is covered under Expressive Arts and Design and Physical Development. The children's DT knowledge and skills are developed through continuous provision. DT is accessible in both our creative and construction areas within the EYFS environment. Children are encouraged to participate in activities during their 'exploring time' and are encouraged to plan and evaluate their work. Children are encouraged to think creatively and persevere.

Tapestry is used in both EYFS and Key Stage 1 to evidence and share learning with parents.

Progression Across Year Groups

In EYFS, DT is explored through 'Expressive Art and Design' and 'Physical Development'. Lessons are planned using Curriculum Maestro, which has a clear progression of knowledge and skills. Children are encouraged to think creatively and use resources available to them, both in specific taught sessions and in continuous provision. Children are encouraged to think about their design before they start making, and staff support through the use of questions, encouraging children to think about their next steps, and by providing necessary and relevant resources and tools. Staff also use considered questions to support the children to apply deeper thinking to evaluate what they have made.

In Year 1, teachers build further on the knowledge and skills gained in DT during Early Years. The children design, make and evaluate the project they are working on using key vocabulary and critical thinking about the topic. Children follow criteria to design their product, considering the features that are necessary to be successful. When making their product the children select the correct tools and equipment, explaining their choices. This allows children to think about the impact each tool is having. When evaluating we encourage the children to refer back to the initial project design and evaluate how well they have completed it and considering how they could improve it.

In Year 2, the children plan, design, make and evaluate their work at a deeper level. When designing the children follow a design criteria and describe their design using pictures, diagrams, models, words and ICT. The children are encouraged during their making stage to think about the audience they are creating their project for and why it is suitable for them. Once the project is complete, the children move on to evaluation where they will reflect back on their design criteria to evaluate and critique their own work and the work of their peers. Children also discuss and learn about where resources come from.

Impact

Children have a greater understanding of the process required when designing and are able to talk through each stage with increased confidence as they move through the EYFS to the end of KS1. Children are reflective learners and use evaluative skills to review their DT work. Children confidently communicate their ideas in a variety of ways, for example, orally, in writing or drawing. We will be able to see that the children know more and remember more in DT, through evidence in books, on Tapestry, high quality DT work displayed around the school and pupil voice. We will also see that they are able to recall prior learning and apply it. Curriculum Maestro ensures that there is clear progression, with children starting their next year of learning with the necessary skills and knowledge to build upon.

If you were to walk into a DT lesson you would see:

- The children creating and thinking critically to make, build and evaluate their work
- Children who are keen to learn and enjoy constructing, building and creating
- Class teachers and teaching assistants questioning the children to think at a deeper level, embedding construction and problem-solving skills.
- Children who are proud of what they have created and confident to talk about the different aspects of their work.

British Values and Spiritual, Moral, Social and Cultural Learning in Geography

British Values: Through DT, the children are provided with rich opportunities to demonstrate their British Values. Collaboration within the classroom encourages children to show mutual respect to others by listening to their ideas and working together to achieve an end goal. Children are also respectful and show tolerance when exploring designs from other cultures and sharing their thoughts. During task time, children work democratically to design and create together, showing a mutual respect for the resources and tools we have. They also ensure rules are followed, to keep everyone safe when working with equipment.

Spiritual: In DT, children are encouraged to express themselves through the use of colours, materials and resource. Children value and respond to others ideas and share ideas of their own. Teachers support spiritual learning by encouraging children to think creatively and develop self-confidence in their work.

Moral: Children are taught to understand and value where our resources, including food, come from. Children explore where ingredients originate from, and the work that is involved in the supply chain. We encourage the children to think about the world around them and to make the best choices to look after the planet.

Social: Children develop socially in DT through working in a variety of ways, e.g. groups or pairs. Children show respectful speaking and listening when sharing ideas and opinions with one another. We value each other's different ideas, which makes our learning environment friendly, successful and fun.

Cultural: As a school we encourage children to share and celebrate diversity. Through DT we provide children with opportunities to understand and learn about cultural influences on resources, respecting and valuing each other's cultural diversity.

Pupil Voice

Reception: "We made a model of a massive tower. We used glue and tape to stick them together. We built it even bigger! We made a door – we chopped the bottom and side with scissors and left one side on."

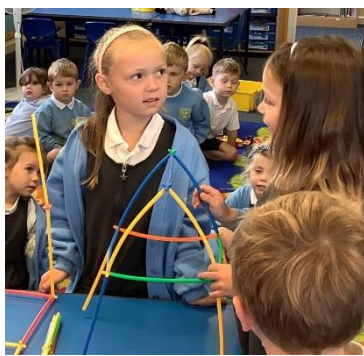
Year 1: "We made a shelter for cats and dogs to stop them getting wet. It needed a roof and walls to stop the rain and wind and cold. We designed them. Some people drew them and some people wrote about them."

Year 2: I like making things! Last year we made a fruit salad. We used knives and a peeler. You have to hold the handle, not the sharp bit."

Learning Opportunities



Reception designing and making a den as part of their "Let's Explore" topic.



Year 1 designing and building a house using a range of materials.



Year 2 Designing Beach Huts and making a prototype.

Successes for 2023-2024

- Curriculum Maestro used effectively to ensure curriculum coverage and progression between year groups.
- Hands on making experiences in each year group were well thought out and enhanced children's learning in their topics. Children were given opportunities to reflect on their work and evaluate.

Priorities for 2024-2025

- Ensure progression of vocabulary, with key vocabulary identified by subject leader using Curriculum Maestro. Class teachers to display and use vocabulary for each DT topic, using widgets to support learners.
- Ensure that children know more and remember more in Design Technology with clear systems in place to check children's understanding. Implement a whole school approach using "What has stuck in DT?" and "Let's build on it".
- Provide children with opportunities to use IT to explore and design using their ideas, for example, using the internet to research design ideas, or use a paint program to draw their design.