

Design Technology

Kindness

Respect

Resilience

Independence

Community

Bravery



Vision

At Willow Bank Infant School, we want our children to be able to confidently use tools and techniques independently with increasing accuracy and effectiveness. We also aim for our children to become aware of and make healthy food choices, as well as be able to help prepare simple and nutritious meals. This foundation is key to lifelong health and well-being.

Intent – We aim to...

We provide real life opportunities for them to design a product that meets the needs of others and suggest ways of making that design. We want our children to develop perseverance to design, make, test, evaluate and amend their creations, seeing the rewards of sticking at something for its entirety.

We aim to provide regular cooking opportunities for our learners to encourage healthy food choices and lay the foundation for healthy lifelong skills and choices.

Implementation – How do we achieve this?

DT is a crucial part of school life and learning and we are dedicated to teaching and delivering a high-quality DT curriculum by providing purposeful DT projects embedded in the planning with clear and relevant cross curricular links. Each year group have 3 DT projects relevant to their wider learning, in which they are given opportunity to research, plan, make and evaluate their creation and design. The 3 projects follow the National Curricular strands of structures and mechanisms, food and nutrition, and textiles. As children progress through the school, their skills are developed and refined. During EYFS continuous provision, children are provided with high quality learning opportunities to use simple tools to plan and make led by their interests.

Design

We provide children with opportunities to research and look at examples of the type of product they are going to create. They are then given time to plan their own purposeful and functional creation to a set of given criteria, based on a selection of material and joining choices.

Key concepts

Through the iterative process, children will develop their **creativity** and **curiosity**, their **independence** to make their own design using the tools as well as their **resilience** to improve a design if it has not been successful.

Make

Children select from, and use a wide range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing accurately. They also select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties, to suit their design criteria.

Evaluate

A crucial part of the process is the evaluation of the finished product. Children evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



Implementation ctd. – How do we achieve this?

Assessment

In EYFS children talk about their work and techniques used. They explain what they were trying to make and comment whether they achieved it. In KS1, this develops into reflecting on their own work and commenting on how it could be improved. Teachers give regular verbal feedback in each lesson, reflecting on children's individual strengths and points for improvement, celebrating and praising learned techniques and successes. Teachers assess the finished product against the design criteria, and ask thoughtful questions on how it could be improved.

Lowest 20%

Our teaching of oracy within the school provides scaffolds for children's self-expression. Adults support the formation of full sentences for children to model and use to describe their material choices, and give reasons for those choices. Talk partners are used to support and stretch the lowest 20% in their speech and expression. Children are taught to be active listeners to show respect to their peers.

Professional development

The DT lead has had regular termly meetings with the SLA DT group to discuss curriculum content, progression and assessment. This will be fed through to the rest of Willow Bank staff through set meetings and more informal discussions.

SEND and Disadvantaged Progress

The curriculum for SEND children is not reduced or changed, however the manner of delivery is adapted. Pre-teaching of key vocabulary is provided so that children can express themselves appropriately, and children are given support according to their physical needs for example: appropriate tools are provided, adults will support in certain areas. Achievements are celebrated, taking into consideration the starting point of the child.

Cultural capital, inclusion and diversity

Children love to recreate things that they have seen – in Year2, our children explore London landmarks and then make a Ferris wheel in the style of The London eye. This helps to immerse them in the new learning and transport them to different places. Our food and nutrition explores foods that children may not have tasted, and links to other areas of the curriculum - this gives them opportunity to broaden their understanding and knowledge of the world.

Curriculum links

Year1 – links to geography – countries/food of the UK, History – toys and the history of flight and local geography.
Year 2 – geography – London landmarks



Impact – How will we know we have achieved?

A record of the journey taken for each project – successes and pitfalls - will be in children's work folder.

Displays will be evident in the school, celebrating the process of creation as well as the achievement.

Children will be resilient to have another go until they achieve their goal.

Children will have a love for cooking and trying new things and making healthy choices.