



Willow Bank Infant School

Vision and Rationale for DT

The DT Curriculum

Our Vision

At Willow Bank Infant School, we believe that DT helps to mould creative individuals who are able to confidently use tools and techniques independently. At our School, DT provides a means of exploring a variety of design and cooking techniques. Pupils benefit from taking a design brief and designing a product that meets the needs of others. By learning Design & Technology at Willow Bank, pupils will develop perseverance to design, make, test, evaluate and amend their creations, seeing the rewards of sticking at something for its entirety. Children are encouraged to develop a greater understanding and knowledge of famous designers and their work which inspires them and their quality of work. With regards to food education, our pupils do not always have balanced meals at home and have experience of cooking their own food. By studying food education, pupils will learn what makes a balanced diet as well as how to prepare simple meals. As pupils progress through the school, they practise and build on the skills learnt in DT.

The DT Curriculum at Willow Bank will:

- Allow children to develop their design ideas applying findings from their earlier research.
- Allow children to develop the key skills to measure, mark out, cut, assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.
- Allow children to use simple finishing techniques to improve the appearance of their product.
- Give time for pupils to evaluate their products as they are developed, identifying strengths and possible changes they might make.
- Inspire children to eat healthily and understand what that looks like.
- Show children how to prepare simple dishes safely and hygienically, using techniques such as cutting, peeling and grating.
- Show a progression of skills taught from FS to Yr2.
- Give teachers autonomy to select and tailor their teaching to their chosen topics and the learning to meet the needs and interests of the children in their class.

DT teaching at Willow Bank will:

- Encourage self-expression and creativity and build confidence as well as a sense of individual identity.
- Encourage children to be resilient and use tools confidently.
- Develop children's awareness, knowledge and understanding of designers. Evaluate and analyse creative works and know about great designers.
- Ensure children understand the historical and cultural development of their DT forms.
- Ensure children are competent in the DT skills outlined in the national curriculum.
- Provide children with the tools, equipment and materials needed to ensure quality of work.
- Include a variety of teaching approaches based on the teacher's judgement taking on board the needs of their class.
- Be linked to other curriculum areas that is purposeful and logical. Pupils are then able to make links between their learning from one topic and year group to another.

Teach DT in the following way:

- 1) Analysis of designer's work
- 2) Plan design

- 2) Develop skills used including safety measures
- 3) Initial ideas and development in order to create final work
- 4) Evaluate piece of work

Assessment of DT at Willow Bank will include:

- Assessment for learning which is continuous throughout the planning, teaching and learning cycle.
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Use of Traffic Light system at the end of each term to assess whether children are Working Towards, Working At or Greater Depth.
- EYFS Children are assessed according to the Development Matters Attainment targets.

Curriculum Rationale – DT

Why has the specific content/ domain knowledge been selected?

The threads of DT have been selected to support our termly topics and closely link where possible. Pupils learn about the work of a designer, practise the techniques and skills used and then create their own piece of work from this. They learn about the stories behind designers work and the meaning of the pieces created. This allows pupils to develop a secure understanding of how DT is used not only as an outlet for creativity but also as an outlet to express their thoughts and feelings. Additionally, the elements of DT, consisting of planning, safety, designing, joining, making and evaluating have been chosen as the core knowledge drivers within our DT curriculum. This is because we believe it is just as important to design and evaluate as it is making the product itself. We have chosen units of work that fit with our termly topics and other subjects where possible.

How is DT progressive?

In DT, each year group will develop and build upon their techniques and skills throughout their time at Willow Bank. The skills taught under each theme are expanded on as they move through the school.

For example, Foundation children are regularly encouraged to experiment with making and building things independently during free time. They are given the freedom to find out for themselves and the language is modelled by the adults. They have access to a junk modelling, construction and an outdoor area where they can practise cutting, joining, sticking and creating. They are observed and asked questions by adults and are encouraged to talk about their creations. In Year 1 pupils are introduced to famous designers and are taught how to use specific techniques and tools with support. In year 1 pupils will plan their designs and evaluate what they have done including what went well and even better if. This then progresses further into year 2 where children continue to learn about designers and their history. They will design products and include a simple criteria and labelled drawings. They will measure, cut and saw independently and safely. They will evaluate their products in detail against the criteria and make some changes if decided.

Progression of skills can particularly be seen in our food preparation lessons. For example, in Foundation they learn how to “spread” and “sprinkle” with support when making their pitta pizzas. This is then built upon in year 1 where the children learn to use a knife independently to cut fruit using the “bridge cut” to make and eat a fruit salad. They also grow their own cress in preparation to make a “cress cracker”. They spread cream cheese, cut the cress and sprinkle it on the cracker independently. In year 2 the children make a cheese and salad sandwich. They learn how to “peel” and “grate” as well as building on their cutting skills independently.

Our Art Programme:

How is Art enabled in the Early Years?

In Early Years, DT is taught through the Specific area of “Expressive art and design”. EYFS Pupils are taught to safely use and explore a variety of materials and tools and techniques, experimenting with cutting, joining and

modelling. Exceeding children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. DT activities are available to pupils every day through the continuous provision. They are given opportunities and encouraged to participate in activities that include all of the DT skills. For example, children may participate in making stick men outside or making musical instruments inside. These continuous provision activities are carefully planned to include all of the art skills and closely link with the termly topics. Explicit art lessons are taught when relevant but not every week. The key knowledge and skills available in reception provide the foundation for building on these skills in year 1.

How is DT enabled at KS1?

During Key Stage 1, pupils are taught using the Aims of the National Curriculum purpose of study and subject content. Teachers plan units of work linked to their termly topics. They use the progression of skills document to ensure the key skills are taught and built upon as they move through the school.

Pupils are taught to use a range of skills to design, make and evaluate products. They design purposeful, functional, appealing products for themselves and other users based on design criteria for example in year 1 and 2 they explore and use mechanisms in their products. For example, levers, sliders, wheels and axles. They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, through ICT. This is done using a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. Lessons are planned using a select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Children are asked to evaluate their ideas and products against design criteria, thinking about how products can be made stronger, stiffer and more stable. Weekly lessons are shared between Art and DT and weekly creative activities are available through the continuous provision in year 1.

Timetabling and resourcing:

Art or DT is taught weekly allowing children to develop their knowledge and skills effectively while also maintaining knowledge from previous learning. An Art week involving the whole school happens once a year.

Resources are ordered termly once teachers have decided what they require for each lesson planned.

DT resources are kept in the DT cupboard for teachers to access.

| |
|--|
| |
| |
| |
| |