Design and Technology at Stamshaw Infant School

Intent

All children should leave school with the willingness to take creative risks in order to develop a working product. Stamshaw Infant School provide inclusive opportunities for all children to design and make products that solve contextual problems. Children are taught Design and Technology through the Design, Make and Evaluate teaching model. Alongside skills taught in PSHE, Science and Geography, children will learn where food ingredients derive and how to develop, prepare and eat healthy meals for themselves and their families. Children will use Design and Technology skills in other subjects such as Mathematics, Art and Design, Science and Computing. Children will develop a passion for this subject and will be inspired to be the designers and makers of our future.

Implementation

The children have Design and Technology projects throughout the school year. The projects are linked to their topic and, if appropriate, relevant skills are previously taught for experimentation purposes. Each Design, Make and Evaluate project is taught over one school day. For the Foundation Stage, Design and Technology skills are covered through adult led projects and child led discoveries. Children consolidate their learning through discovery times and 'Big Question' opportunities. All year groups enjoy preparing healthy food. Children learn how to cook with nutritious ingredients and healthier alternatives. Each class has their own materials to use independently. In KS1, the children will also use wood working tools. To embed the curriculum statements further, Design and Technology skills are transferred and applied for other subjects, for example, experiencing the historical 'blunders' of the Great Fire of London in Y2 and bringing literature to life exploring pop up book mechanisms in Y1. Each year group has age appropriate and progressive activities. The planning builds upon the experiences they have had the previous term and the previous year. Children are supported to use a high degree of accuracy, care and attention when developing and creating an effective product. The children are encouraged to 'change to progress' during each activity, building upon their resilience and developing their ability to reflect. The Subject lead has participated in local STEM training, and Design and Technology University linked training. The academy trust subject leads meet regularly to enable a strong overview of Design and Technology and ensure a collaboration across all Key Stages. Children share their work on the School's social media platforms. The Design and Technology curriculum works alongside the Science curriculum, where appropriate, and our new Science teaching resource called Developing Experts is supporting that link. The children complete STEM activities during Science week and timetabled 'Emersion' workshops.

Impact

The children have topic books and the class have a learning journal, and this is how work is evidenced and moderated. There are Learning walks during the Design, Make and Evaluate days and there are discussions held with the teachers and the children. For all activities, time is given for the children to reflect upon, and comment on, their process and outcome. The children will have sessions where they must show, and evaluate, their consolidated knowledge of Design and Technology. Year group planning, process and outcome is tracked to ensure progression. Examples are kept in a portfolio of evidence by a selection of children and they enable reflection and moderation from the EY to the end of KS1.