# Design & Technology at Crofton Hammond

## Curriculum/Scheme

Design and Technology at CHIS encourages children to think creatively, but also practically. Children work in a range of contexts to develop key skills in designing and making. As well as technical knowledge, children are also taught the importance of evaluating their work and reflecting on how it could be improved. This helps our pupils become better learners in the future by drawing on their past experiences.

Our **Early Years** provision gives children the opportunity to develop key skills in DT through exploration and some more focused adult initiated activities. Children have access to indoor and outdoor big block play, large construction and a range of outdoor equipment every day. They also have an extensive range of construction toys, which are available at different times through the year based on the needs of each individual cohort and any current interests or fascinations. These include connecting bricks, wooden blocks, magnetic tiles, Lego and Mobilo, as well as a variety of open ended loose parts to supplement them. These resources are available for the children to experiment with as they investigate joining, balancing, integrity and strength, wheels, axels and moving parts. Children also have free access to junk modelling and the art area during their child initiated learning to further explore these concepts and skills. Children are encouraged by adults working alongside them in their play to evaluate and adapt their work in the moment. Through our Investigation Area and some adult initiated tuff tray activities, children are set challenges which make them think critically and further practice key DT skills. These tasks give children the opportunity to work independently and as part of a team to solve problems. Children's 'wow moments' and special creations will be celebrated and recorded on Tapestry or displayed in the environment.

In **Key Stage 1** each year the children will be provided with in-depth coverage of the four key areas outlined in the National Curriculum. These are: **designing, making, evaluating and technical knowledge**. These key areas are taught through practical projects and also in cooking during Food Technology lessons. Cooking and knowledge of nutrition is an invaluable life skill. Children are taught how to live a healthy lifestyle, as well as how to make a variety of healthy dishes. DT is delivered as a part of unit of work with links to other foundation subjects. DT lessons are taught **following the TASC wheel**. Children follow the stages through the TASC wheel to achieve their final outcome. These stages are:

- Gather/organise - What do I know about this?
- Identify - What is the task?
- Generate - How many ideas can I think of?
- Decide - Which is the best idea?
- Implement - Let's do it!
- Evaluate - How well did I do?
- Communicate - Let's tell someone!
- Learn from Experience - What have I learned?


Though each year group follows the same process, the skills being taught and the implementation of each stage are progressively more challenging. This ensures development of skills and knowledge is consistent across the Key Stage. The children's work is compiled in work folders which travel with the children from Year 1 to Year 2, to show clear progression across the Key Stage.

## Assessment

In Early Years children are assessed in line with the EYFS Framework. Teachers assess the children through observations which draw upon professional judgements and knowledge of each individual child's overall development.

In KS1 Children are assessed at the end of a Design Technology learning journey against specific learning objectives outlined in planning. In addition to teacher assessments, a key part of the TASC wheel process is the children assessing their own work, evaluating to consider their successes and what could or will be improved.

## Hammond Heart – Safeguarding our Children

During DT lessons children will use a range of equipment and will be following instructions on how to use it **safely**. They will learn about **managed risks** and be encouraged to consider **their own safety as well as the safety of others** that may be close by.

## Social, Moral, Spiritual and Cultural Development

Our Design and Technology curriculum will contribute to children's personal development in resilience, creativity, independence and self-reflection. The children will be able to talk confidently about their work, the process that led to the finished product and any evaluation points. The children will also have opportunities to share their work with others and provide feedback to their peers in a respectful way.

## Home Links

We encourage children to talk to their family members about the things they have designed and created. Families are invited in to school to share any expertise or knowledge that they have of design and technology or experiences working in related industries. Current learning is shared through year group updates in the school newsletters and on Tapestry.

## Linked P4C Concepts

Being creative, problem solving, evaluation, good and bad, the future, responsibility, care, inclusivity.