

## Learning walk: 3-12-23

By: Paula Black

Focus: How is Design and Technology implemented across the school?

Area: Design and Technology

Observations	Evaluation
<p><u>OWLS – EYFS</u></p> <p>Design and technology in Owls is inextricably linked to exploration and investigation encouraging young children's natural creativity and offering opportunities for investigation. Designing and making can enable children to learn a great deal about their world. The children engage with activity baskets, tuff spot activities, 'Make and Do' or heuristic play whilst exploring and investigating a range of objects and materials, both natural and manufactured.</p> <p>Owl's class provides a rich environment for our youngest children to begin to explore cause and effect, which over time will lead them to questions about how things happen and how they work. Activities such as the weather boxes, wind chimes, shadows, or balls rolling through tubes offer many opportunities for the children to explore these ideas. Whether building with blocks, making three-dimensional models out of recycled materials or using malleable materials, children are taken by exploration of new ideas to new levels of thinking and doing - designing and making.</p> <p><u>SQUIRRELS – KS1</u></p> <p>In Squirrels most of the learning takes place through topics but Design and Technology lessons are taught independently to ensure full curriculum coverage. Children have access to an increasing range of materials and tools to develop their ideas. Children develop their resilience and are encouraged to ask questions by following the process of design, make and evaluate. Children can develop their food preparation skills using equipment such as knives, peelers and graters. Squirrels put on a summer transition tea party for Owls and make the food and table decorations. They can also bake and design their own food products from iced fairy cakes to decorated themed biscuits. The children in KS 1 find out where food comes from, nutritional information and food safety and hygiene.</p> <p>Across Key Stage 1, children are given freedom to explore joining techniques through activities such as designing a food chain mobile.</p>	<p>Reception children were independently accessing design and technology resources available for them to support their learning. The 'Make and Do' area is one of the most popular CI areas. The children use the design clip boards and happily discussed their design work on display and could explain how they made their models. The children are encouraged to change or modify their work to extend their thinking to promote the 'Creating and Thinking Critically' strand of the characteristics of effective learning.</p> <p>Through exploring a wide range of objects and materials with different textures, shapes, sizes, and weights the children are enabled to develop new insights and skills related to all aspects of the curriculum. The understanding of the world that children learn about when designing and making contribute to other areas of learning and development, while learning in other aspects of the curriculum can contribute to competence and interest in design and technology.</p>

BADGERS – KS2

Displays of the children’s work across the school celebrate the children’s imaginative 3-D creations such as the Tudor houses project.

Badger’s D & T is inspired by this term’s topic of the Mayans. The children have designed Mayan pottery masks and woven Mayan God’s eyes allowing the children to improve their mastery using a range of materials based on architecture and design in history.

The children demonstrate confidence in designing, making and evaluating their work. They take pride in their work and their achievements in Design and Technology. They appreciate each other’s work through displays and discussions. It is evident in Badgers that as the children progress they are able to think critically and develop a good understanding of Design and Technology.

**Overall Evaluation:**

There is evident progression across the Key Stages and the children are clearly enthusiastic about the Design and Technology curriculum. In all Key Stages the children have the opportunity to explore Design and Technology through a range of carefully planned activities that encourage problem solving and independent learning. Displays across the school, medium term planning and work in sketch books and learning journeys demonstrate evidence of progression in skills, techniques, knowledge and understanding in this curriculum area.

As part of their cold climates topic Squirrels class design and make a sledge demonstrating a range of joining techniques such as gluing hinges and combining materials to strengthen their sledge. These then under-go a friction test and the children write an evaluation.

The children in KS2 develop their resilience and are encouraged to ask questions by following the process of design, make and evaluate. They create their own purposeful products by exploring a range of sliders, levers, and different mechanisms. Sewing and weaving opportunities are provided to ensure that children are challenged and make progress within their Design and Technology lessons. These include the Mayan God’s eye, sewn tapestry work and Medieval French knitting. Cross curricular links are promoted by exploring 3D shapes to design and make a box to hold Candy Kittens using nets of cones, cylinder, cubes and cuboid.

**Areas for development:**

- To enrich the curriculum through incorporating the 'Cooking and Nutrition' strand of Design and Technology
- To consider a Design and Technology scheme of work to ensure sequential learning to an identified end point.

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