



What does the Learning Journey for Design Technology look like?

If you were to walk into a Design Technology lesson at East Preston Infant School, you would see:

- ✓ The 'Design, Make, Evaluate' approach as outlined in the National Curriculum is the process that we follow as a school. The technical skills that are explored are: Construction, Mechanisms, Textiles and Food and Nutrition. Children have opportunities to take part in Food and Nutrition lessons throughout the year in our Cooking Corner where skills of hygiene and cooking/preparing food are covered.
- ✓ Children are encouraged to use their creativity to design and make products within a variety of contexts that are purposeful and this includes creating, following their interests.
- ✓ Children have the opportunity to select tools to support their design and making parts of the task. They are taught to use a range of tools safely and appropriately.
- ✓ Evaluation of the products is captured in a variety of ways (e.g. pupil voice, photographs, written responses) to help the children think about how they would do things independently in a similar/different way the next time.
- ✓ Opportunities to use the Outdoor Classrooms to explore a range of construction resources as well as independently returning to skills previously taught. Design Technology is embedded in Beach School and Forest School sessions (e.g making a Sukkot using natural resources, making weaving patterns on a structure, working as a team).
- ✓ Technical language is used as the children work on the Design, Make and Evaluate process and new, specific vocabulary is introduced where appropriate.
- ✓ Cross curricular links are developed to enhance learning in other subjects (e.g. designing and building a trap for the wolf in order to write a set of instructions).
- ✓ In EYFS – Continuous provision would include opportunities for children to design and build structures within all classrooms, junk modelling is readily available so that the children can practice joining materials together and using tools safely. Focus tasks involve sewing, making lanterns and designing and making a bottle aeroplane. The children are encouraged to talk about their models in each stage of the process to help their understanding of why each part of the process is important, talking about 'next time' is given importance.
- ✓ In Year 1 – Children are encouraged to further experiment with increasing independence, using a range of tools and materials that they are able to select. Following on from Reception, children have opportunities to work in small groups/teams to carry out a focus task and talking through the process is encouraged. Tasks carried out in Reception are built upon to expand children's skillset and embedding skills learnt before. (e.g. pinch sewing in Reception and cross stitch sewing in Year 1).
- ✓ In Year 2 - Children will increased confidence and independence with using a range of tools, materials and techniques to Design, Make and Evaluate. There is more choice in how the children approach the tasks and they are able to select their tools to use. Children are given opportunities to be reflective throughout the processes using specific technical vocabulary pertinent to the task.

What happens if my child struggles and finds it hard?:

- ✓ Scaffolding a task using visual prompts with a step-by-step approach, adult support, ensuring tools are accessible and these can be changed accordingly, giving contexts that are familiar or of interest, still enabling the child to learn the skill, use of pupil voice through the Design and Evaluation process.



What if my child is showing secure understanding, how are they challenged?:

- ✓ Through specific questioning, ensuring children have an understanding of the process that they are involved in.
- ✓ New vocabulary is accurate and will be used in an appropriate context.
- ✓ Modelling how to use tools safely in front of their peers.
- ✓ Working effectively as part of a team, considering ideas of others and creating a final product.

What learners at East Preston Infants say about Design Technology:

Reception – “I love building”.

Year 1 – “You have to be careful when using tools”.

Year 2 – “You need to wash your hands before you cook”.



Successes in 2023-2024:

- Enrichment experiences were built in to the learning to further enhance opportunities to use Design Technology skills.
- Bespoke Forest School activities enabled children to Design, Make and Evaluate using natural resources.
- DT display updated to celebrate the children’s Design Technology skills across the school.

Focus for 2024-2025:

- Revised curriculum plans to be embedded.
- Collect pupil voice to ensure learning through Design Technology is secure.
- Extend the range of opportunities for DT skills to be practised and showcased e.g. STEAM week.
- Focus artists/creators to be showcased where possible for children to aspire to.