





**Our School Vision Statement:** At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning.**

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> <li>I can tell you what a learner is like</li> <li>I am motivated to explore and find out more</li> <li>I can tell you what I am good at and what I want to get better at</li> <li>I can ask questions and sometimes change my mind in response</li> <li>I can sometimes suggest a solution when talking together to problem solve</li> <li>With support I can plan my learning and make improvements</li> </ul>	<ul style="list-style-type: none"> <li>I know the class routines and am beginning to know what I am learning</li> <li>I can sustain my attention over time especially when I have chosen the task</li> <li>I can select resources for the task or because I am interested in them</li> <li>I can use a range of large and small resources on my own or with others</li> <li>I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions</li> </ul> 	<ul style="list-style-type: none"> <li>I can learn on my own or with others with just a little support</li> <li>I can work in a pair or group with a little support</li> <li>I am beginning to ignore distractions when I am learning</li> <li>I usually make good choices even when others are distracting</li> <li>I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet</li> <li>I can respond well to other ideas and instructions</li> </ul>	<ul style="list-style-type: none"> <li>I often try myself before asking for help</li> <li>I can focus on some tasks and sustain my involvement</li> <li>I recover from my mistakes and accept some suggestions to change approach,</li> <li>I recover quickly from most disappointments</li> <li>I am beginning to enjoy challenge in my learning (being in the pit)</li> <li>I practise until I master some skills and like to finish I task I start</li> </ul>
Y1	<ul style="list-style-type: none"> <li>I know how I learn best</li> <li>I am motivated to learn for myself and to support others</li> <li>I can ask general questions and decide on an enquiry question</li> <li>I know what I am good at and have an idea of what I can't do yet</li> <li>I use talk to refine my ideas</li> <li>I can plan my learning before I start</li> <li>I can respond to ideas to help me improve my learning</li> </ul>	<ul style="list-style-type: none"> <li>I can use tools (like a visual timetable) to know what I am learning and what is coming next</li> <li>With a little support I can prepare for my learning and make good use of learning time</li> <li>I can select the resource I need for a task and use them safely</li> <li>I can use a wider range of learning resources and vocabulary specific to a subject</li> <li>I listen to others and to instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can usually decide when it is better to work on my own or with others</li> <li>I can usually choose a good partner or group to learn with</li> <li>I understand that sometimes I am the leader and sometimes not</li> <li>I can ignore most distractions and usually make good choices</li> <li>I understand other people's feelings and use Kind Words, Hands, Feet</li> <li>I almost always respond with a good choice</li> </ul>	<ul style="list-style-type: none"> <li>When I start a task I can focus and stay on track</li> <li>I have some strategies to problem solve in my learning</li> <li>I learn from mistakes and can cope with some disappointment</li> <li>I often like to challenge myself and work hard to get out of the learning pit</li> <li>I am getting better at practising until I master new skills and take pride in finishing a task well.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>I always take responsibility for my own learning</li> <li>I am highly motivated to learn and master new things</li> <li>I ask a number of enquiry questions before refining my enquiry focus</li> <li>I can explain in detail what I can and can't do yet</li> <li>I can explain precisely what I am finding difficult in my learning</li> <li>I use talk well to reflect and refine my thinking</li> <li>I make a detailed learning plan</li> <li>I edit and improve before needing support</li> </ul>	<ul style="list-style-type: none"> <li>I always make sure I know what I am learning now and what is next</li> <li>I am well prepared for my learning</li> <li>I am selective over the resources I use choosing what is appropriate for the task</li> <li>I am confident using a range of subject specific resources and vocabulary</li> <li>I am responsible and safe with resources using Kind Hands</li> <li>I know that people are a great resource and listen carefully to ideas and instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I make great decisions about when to work independently or collaboratively</li> <li>I can recognise what makes a good learning partner</li> <li>I work well in a pair or a group where I can cope with being the leader or not the leader</li> <li>I can ignore distractions and make independent choices</li> <li>I treat others with respect using Kind Words, Hands and Feet</li> <li>I always listen to others' ideas and instructions and respond appropriately</li> </ul>	 <ul style="list-style-type: none"> <li>I can start my learning independently</li> <li>I maintain great focus and sustain it over time</li> <li>I have developed strategies which help my learning</li> <li>I learn from mistakes and can cope with disappointment</li> <li>I challenge myself in the learning pit and expect to work hard</li> <li>I have high expectations of myself and enjoy achieving well</li> <li>I keep practising, make edits and improve work</li> <li>I take pride in the learning journey as well as my finished outcomes</li> </ul>

### Curriculum Intent for Design Technology at Crookham Infant School

The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning. Design Technology at Crookham Infants is a spiral curriculum so that within each school year and as children move through the school from Early Years to Year 2 they have the opportunity to revisit key concepts, to rehearse and expand vocabulary, to refine skills and build on technical knowledge. Our pupils are encouraged to ask questions, like Owl, to test techniques and tools, such as like Squirrel, to explore and collaborate, like Ant and to draw all that learning together into high quality outcomes, through resilience like Tortoise. Children at Crookham Infants will refine these learning habits as they discover a love of Design. As enthusiastic designers they will grow in understanding, knowledge and technical skill through their journey across the curriculum and be able to apply their skills as life-long learners.

#### Implementation for Design Technology:

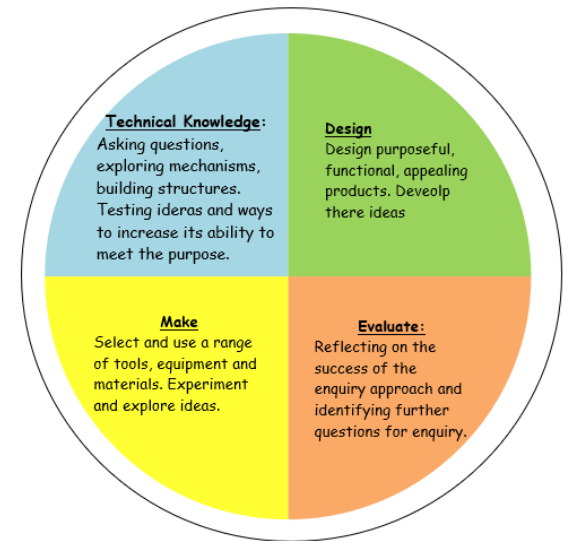
In KS1, Design Technology is documented in our creative class Floor Book. To reflect the EYFS curriculum, within Year R it is recorded in a shared learning journey Floor Book. Each topic uses a cover sheet with key concepts and vocabulary covered, and the 'Working as a Designer' wheel is referred to each time a disciplinary skill is used.

Following the Early Years Framework, in our EYFS, Design Technology and the skills within are taught explicitly but usually embedded in multiple areas of learning as part of our Creating with Materials. Our children begin to develop the skills of designing, making and evaluating and technical knowledge through their own interests and problem solving. Although the product ideas within a topic may change dependent on the cohort's interests and needs, but the understanding of concepts will remain the same.

In KS1, Design Technology is taught as a discrete subject in half termly blocks, with links made to the wider curriculum where possible such as, *English, Science, History and PSHE*, to enable deep contextual learning. Teachers plan a sequence of lessons across a unit that will build on and develop the children's technical knowledge, vocabulary and understanding of disciplinary skills: 'Working as a Designer'. Children are taught to deeply explore and investigate a theme. 'Hooks' are utilised to create engagement and enjoyment. Where possible, children are encouraged to relate their previous learning through their experiences at home and in school. We look together at what we know already, to support our learning of what we need to know and explore next. This also supports our evaluation of any misconceptions we need to explore. We encourage parents to join us in our learning and to celebrate our achievements in events like Open Classroom or through shared Home Learning tasks.

#### Impact for Design Technology:

Our Design Technology curriculum offers high quality and well-planned lessons which encourage carefully sequenced progression from Early Years to Year 2, preparing the children for their next steps in KS2 and beyond. In line with our learning habits, our pupils think critically, ask perceptive questions and evaluate evidence. They talk about and present their



understanding through their discussions about their projects and begin building the foundations of the disciplinary skills linked to *Working as a Designer*. Children at Crookham Infant School show their love of Design Technology in the many opportunities to share their Floor Book learning with staff, parents and visitors. Through pupil voice, they talk about how they work as a Designer, and are proud of the skills, vocabulary and knowledge they have acquired through practical learning and investigation. The Floor Book is a central point for each class' Design journey. It is rich in experience and skills. Floor Books are regularly monitored and teachers input assessment data onto Target Tracker when a unit of learning is complete to support their understanding of who is on track and where learning gaps can be promptly filled. Our Design Technology learning helps to shape our children into creative, skilled and knowledgeable citizens not only of the Team Crookham community but also gives them the knowledge and skills to take into the wider community and wider world.

### Long Term Planning LTP

*See Medium Term Planning MTP for more detail.*







	Autumn	Spring	Summer
<b>Year R</b>	<i>Why are we amazing?</i>	<i>Once upon a time...</i>	<i>How many legs?</i>
<b>Year 1</b>	<i>Gunpowder Plot/Guy Fawkes</i>	<i>Toys</i>	<i>Pirates</i>
<b>Year 2</b>	<i>The Great Fire of London</i>	<i>Adventurers</i>	<i>Space Adventures</i>



### Progression in English at Crookham Infant School

	Technical Knowledge	Design	Make	Evaluate	Cooking and Nutrition
<b>Year R</b>	Talk about what different structures look like this may include, rockets, boats, building.	Using what they know about their product, the children discuss what their finished design idea will look like.	Exploring ways to join materials together and practicing how to use different tools, such as scissors.  <b>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting</b>	Evaluating through verbal discussions about their designs and materials they have used.  <b>ELG: Share their creations, explaining the process they have used.</b>	<b>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>

			<p>with colour, design, texture, form and function.</p> <p><b>ELG: Make use of props and materials when role playing characters in narratives and stories</b></p>		
<b>Year 1</b>	Understand the mechanical workings of sliders and leavers.	Starting to design functional products including the use of Sliders and leavers, and different joining techniques. Developing their ideas during their projects through exploring and testing their designs.	Explain and give reasoning for my choice of resources, design and materials. Select from a range of tools suitable for an activity, using their experience, including scissors, string and split pins. Develop their cutting, shaping, joining and finishing skills to complete their projects.	Explore and use basic mechanisms used in existing products, including using slider and lever mechanisms. Asking simple questions about existing products and those that they have made. Evaluating the positives and area for improvement for their own products.	Develop their understanding of a healthy snack. Start to show understanding of where fruit comes from. Use simple tools with help to prepare food.
<b>Year 2</b>	Explore actual mechanisms and use them in their products.	Create designs through drawings and practical resources. Design purposeful, functional, appealing products based upon a design criteria. Generate, develop, model and communicate their ideas through discussion, drawing, templates, mock-ups and, where appropriate, using technology.	Select appropriate tools to create a final product. Explore how structures can be made stronger and more stable, considering previous learning. Using knowledge and understanding of materials to select materials with consideration for their use.	Exploring and evaluating existing products and those that they have made using a design criteria. Making considered evaluations including techniques and materials used.	Designing and preparation of a healthy snack drawing on your science knowledge. Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.

Examples in practice				
Technical Knowledge	Year R	Year 1	Year 2	

<p><b>Mechanisms</b></p>	<p>Lots of opportunities to cut card and paper with accuracy and skill.</p> <p><b>Simple Flap Join</b> - fold thin card in half and join one half to a model/structure or card.</p>  <p><b>Bench fold</b> Children need to fold the card in half, draw two straight lines and then cut the lines and push the box through.</p>  <p><b>Wheels</b> Investigate fixed axles and rotating wheels on toy cars</p>	<p>Opportunities to practise different joining techniques before completing final piece.</p> <p><b>Hinge Joins</b> Simple hinge using paper or masking tape.</p>  <p><b>Simple Slider</b></p>  <p>Fold paper in half. Make a slider by folding paper. Slide through the two slots cut earlier.</p> <p>3 key stages:</p> <ol style="list-style-type: none"> <li>1. Tube of paper that a slider moves up/down inside</li> <li>2. Slider through a bar fixed to the back of card</li> <li>3. Add extra bar so that the slider moves vertically</li> </ol> <p>NB ensure slider is long enough to reveal picture</p> <p><b>Pivot</b> Use of split pins. Teach how to make a hole for pin with a pencil into blu-tac</p> <p><b>Levers with linkage</b></p>	<p><b>Fixed axle with accurate joining.</b></p> <p><b>Rotating (+) axle with fixed wheels -</b></p>  <p>Axle held in place by a straw.</p>  <p>Axle holder made with pegs. Axle holder using cardboard triangles</p>
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		 <p>Once children are confident making a simple lever and pivot, they can start to create movement using several levers attached to a linkage system.</p>	
<b>Structure</b>	<p>Junk modelling- selecting objects for a purpose</p> <p>Experiment with joining - choosing materials for a purpose.</p> <p>Opportunities to select best joining materials:                      tape- joining boxes                      PVA- collage/flaps                      Pritt- joining paper</p>	<p><b>Joining sheet material -</b></p> <p>flute joins <u>to aid stability</u>-</p>  <p>Adding detail rooms to models using a variety of reclaimed materials focusing on stability                      Accuracy of cutting/finishing</p>	
<b>Food Technology</b>	<p>Work hygienically.</p> <p>Work safely.</p> <p>Use simple tools to cut, squeeze and mix ingredients.</p> <p>Begin to understand which foods keep us healthy.</p>	<p>Begin to measure and weigh ingredients.</p> <p>Use selected tools to carefully and with some accuracy - cut, peel, chop, grate, spread.</p> <p>Begin to use a food vocabulary using taste, smell, texture, feel.</p> <p>Understand and know foods that we need for a balanced diet.</p> <p>Name and sort foods into the five groups in the eatwell Plate.</p>	<p>Observe hygiene, health and safety hazards.</p> <p>Begin to choose/select appropriate materials to cut, peel, slice etc.</p> <p>To use these tools with increased accuracy.</p> <p>Develop food vocabulary.</p> <p>Group familiar foods, e.g. fruit and vegetable.</p>

		Know that all food comes from plants or animals.	<p>Measure and weigh food items using non and statutory measures.</p> <p>Understand the need for a variety of foods in a diet.</p> <p>Combine food ingredients according to their sensory characteristics</p>
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	Technical Knowledge	Design	Make	Evaluate	Cooking and Nutrition
<b>Nursery (pre-learning)</b>	Explore different materials freely, to develop their ideas about how to use them and what to make.	Develop their own ideas and then decide which materials to use to express them.	Join different materials and explore different textures.	Evaluate through exploring their own ideas and developing them during making.	Experience cooking
<b>Year 3 Next steps</b>	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	<p>their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.</p>				
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