



# Design Technology Portfolio

WEST HOVE  
INFANT SCHOOL  
.....  
A family of friends

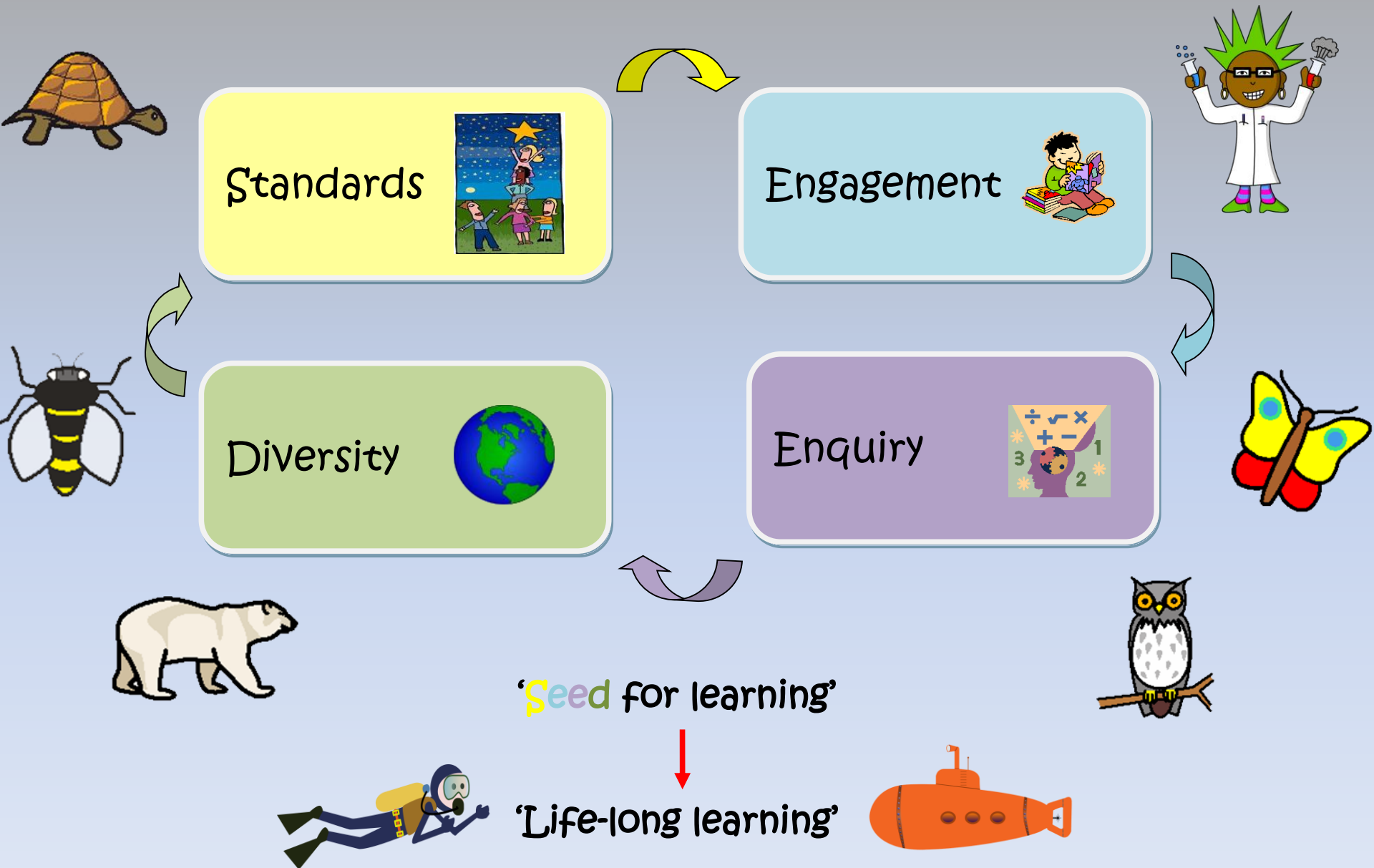


# D.T at West Hove Infants

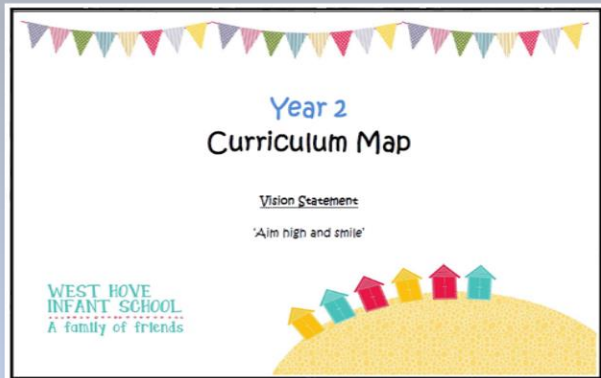
- Through the teaching of Design and Technology we are preparing our children for living and working in a rapidly changing technological society. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.
- The Design and Technology curriculum is planned so as to develop the children's creative, practical and intellectual skills, along with knowledge and understanding, in order that they can design and make quality products in response to real and purposeful needs and opportunities.



# Curriculum Drivers : S.E.E.D.



# Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **DESIGN TECHNOLOGY** throughout each year.

Range of Opportunities	<ul style="list-style-type: none"><li>• Make presentations on the results of what has been read so far.</li><li>• Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.</li></ul>
	<p>Pupils:</p> <ul style="list-style-type: none"><li>• Listen to a range of texts, including fiction and non-fiction.</li><li>• Read and listen to poetry and learn some poems by heart.</li><li>• Become familiar with a wide range of texts of different lengths.</li><li>• Discuss books.</li><li>• Frequenter read with other year groups.</li><li>• Celebrate reading at events like World Book Day.</li></ul>

<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infants, Gold and White banded books are used as an age-related expectations benchmark.  
<sup>2</sup> Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.  
<sup>3</sup> Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Learning Expectations	<ul style="list-style-type: none"><li>• Use co-ordinators (e.g. on / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li><li>• Put letters spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</li><li>• Spell many common exception words<sup>3</sup>.</li><li>• Use cursive handwriting.</li><li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>• Use spacing between words that reflects the size of the letters.</li><li>• Punctuate, evaluate and polish their writing.</li><li>• Publish and share work to celebrate their achievements.</li></ul>		
Range of Opportunities	Non Fiction <ul style="list-style-type: none"><li>• Alien Fact File</li></ul>	Poetry <ul style="list-style-type: none"><li>• Rainforest description</li></ul>	Fiction: Narrative <ul style="list-style-type: none"><li>• The Magic pebble</li></ul>

<sup>3</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Learning Expectations	<p>Pupils:</p> <ul style="list-style-type: none"><li>• Use sentence stems to explain understanding.</li><li>• Ask questions based on discussions.</li><li>• Challenge each other to build on and explain ideas.</li><li>• Explain and discuss texts read to them and those they have read for themselves.</li><li>• Take turns and listen to others.</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li><li>• Continue to build, appreciate and recite a repertoire of stories and poems.</li></ul>
Range of Opportunities	<p>Pupils:</p> <ul style="list-style-type: none"><li>• Enact in Chosen Partner, group and whole class discussions in all areas of the curriculum.</li><li>• Listen to and learn a wide range of subject specific vocabulary.</li><li>• Through reading identify vocabulary that enriches and enlivens stories.</li></ul>

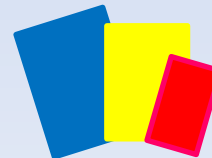
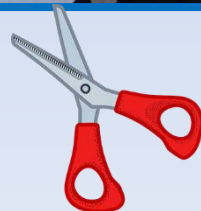




# Curriculum



Please go to OUR  
WEBSITE:  
<http://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/>  
to see our Design  
Technology  
curriculum planning  
in full.





The standard of DT work is very high at West Hove Infants. We celebrate the children's achievements and successes and allow them time to think critically and creatively when designing, making and evaluating their work.

# STANDARDS



Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



## Standards: Achieved by...



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Developing a positive attitude to the process of learning:

Learning Characteristics, Growth Mindset, Learning Model, Learning Ladders

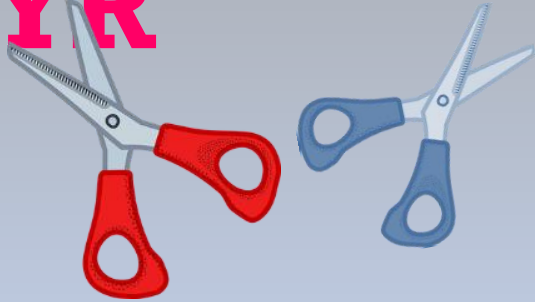


Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges



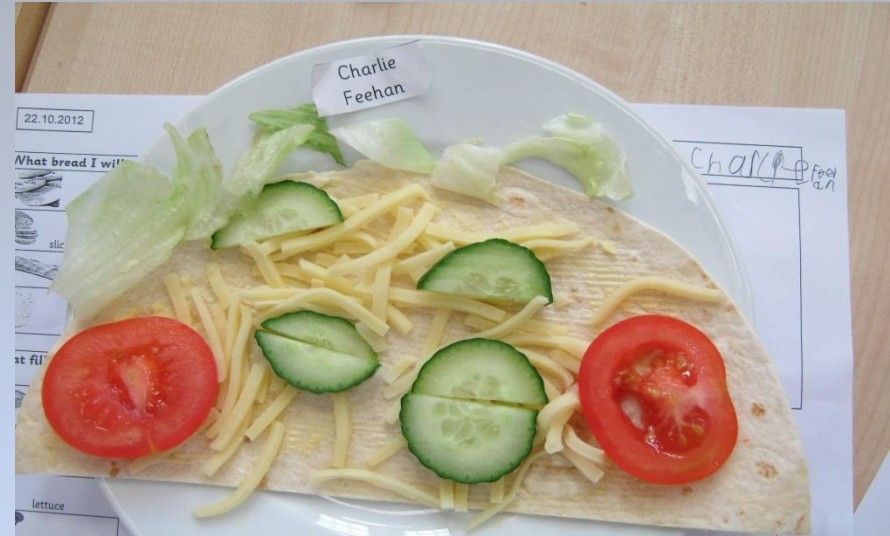
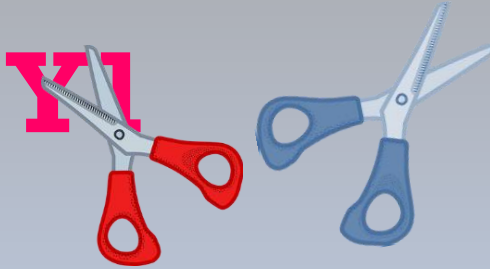


# Standards in YR



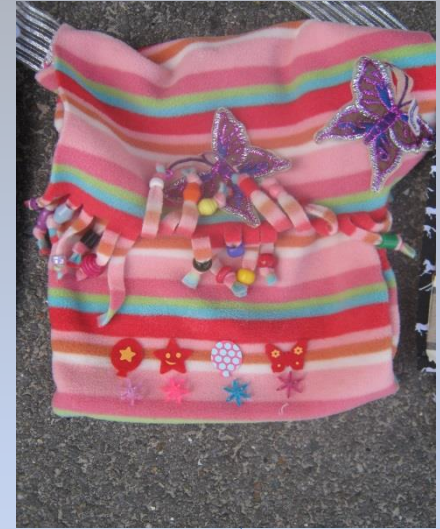


# Standards in





# Standards in Y2





'Stunning Starts',  
'Fabulous Finishes'

Local  
environment:  
walks, beach visit,  
Wish park



Visits and visitors:  
e.g. Zoolab, Space  
Dome



Challenge for all:  
Challenge Partners,  
Professor Prove it, 'Deep  
Dive' challenges



## Engagement



Theme days:  
Superhero Day,  
Art Day, French  
week



Learning outside.  
Active Learning.  
Sports & PE

Use of 'Learning  
Model'. Brain  
breaks. Talk for  
Writing

Using children's ideas as  
starting points.  
Wonderful World of  
Me. Home Learning  
Projects



First hand  
experiences.  
Investigations.  
Problem Solving.  
Mastery &  
Challenge. Cross  
curricular links



Clubs:  
Storybones, Lego  
club, Science,  
Art & Craft etc!



Are you  
ready to  
learn?

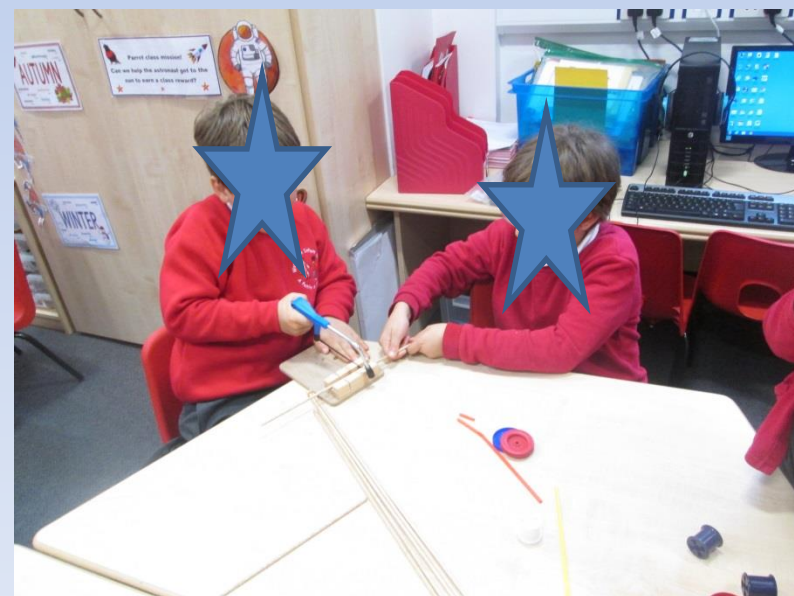
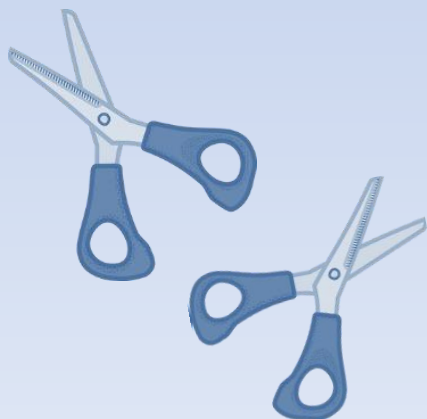




# Engagement



Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making.





Creative and Critical  
thinking: Growth Mindset,  
Learning Characters



Expressing opinions.  
Listening to and  
respecting other's  
opinions



Investigations &  
Problem solving.  
Exploring maths  
and science  
concepts: Lego  
club, Science  
club



Team work:

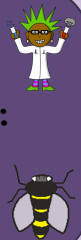
Discussion and  
Negotiation



Enquiry:  
Developed  
through:



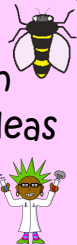
Reasoning and  
Reflecting Justifying:  
'Professor Prove It'



Challenge Partners



Questions which  
promote exploration  
and discussion of ideas  
– no right or wrong  
answers



Generating own  
questions.



Mastery – Depth  
of Understanding



Learning through Play:  
Active Learning,  
Exploring, Innovating,  
Creating



# Enquiry



## Alien spacecraft evaluation



My favourite part of my vehicle was the wheels because it made the vechle move, and they can make it go faster. I could make my vehicle better by tanyk the cardboard tube off and by usinging doublesided tape. ✓ I have made a good material choice because I used foil and paper becase the paper was very strong. ✓



October 2015

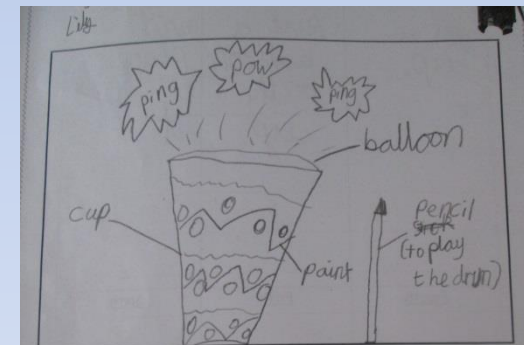
We were given a selection of materials and used them to explore the best way to make an axle and attach it to a chassis so the wheels still turn. There were lots of 'lightbulb' moments.



We decided which axle would work best for our alien spacecraft.



From Reception, children are encouraged to reflect critically and express their own thoughts and ideas freely. Children learn how to evaluate their work and make improvements where necessary.



I will need:

- Paint
- cup
- stick
- balloon
- Elastic band



✓ Great design Lily!

Festivals: Eid, Diwali,  
Christmas, Chinese  
New Year



Respect: Challenging stereotypes,  
Behaviour and Anti-Bullying,  
Restorative Justice, Refugee Week



Local community:  
Children's  
Parade, Let's  
Dance



Diversity of  
language: Sharing  
home languages,  
French



Diversity:  
Through  
celebration and  
awareness of...



British  
Values:  
preparation  
for life in  
modern  
Britain



A PSHCE curriculum  
that explores  
the diversity of gender  
representation, race,  
religion and family units  
in our community



Awareness of  
others:  
Displays,  
Wonderful  
World of Me!



Knowledge of other  
cultures and  
communities both in  
school and further  
afield: Around the  
World, Rainforests,  
French Week, people  
from different cultures/  
countries





# Diversity



Children get opportunities to taste and create a diverse variety of food.



Children have the opportunity to share their finished products. There is a strong ethos of respect and celebration as children discuss what they like about each others work. Year 2 have a fashion show to celebrate their amazing bags and they can see the diverse range of creations and can offer their opinion on them.



# How can I support my child at home?

- Keep a box of resources including paper, card, textiles, plastic, Lego (or other construction kit) clay, plasticine, glue, scissors, string and so on for experimenting with the properties of different materials and creating their own designs.
- For children who are particularly interested in textiles, keep a collection of fabrics, thread, wool, fabric paints, sequins etc. and show them simple sewing /knitting techniques. Try to keep a balance between supervising your child for health and safety purposes and allowing them to explore, create and experiment.
- Provide opportunities for you child to cook. Develop their food technology skills by exploring different ingredients, naming and discussing utensils. Let them design with food by choosing/changing an ingredient or decorating/plating the food.



# How can I support my child at home?

- Talk to your child about the design of some of the familiar things around them in the home or the environment. *Do they prefer some designs more than others and why? Is one pair of shoes more attractive or more functional than the other? How does their new toy work? Does that recipe use healthy ingredients? Why is one spoon made of metal and the other of plastic? Look for pulleys/levers/mechanisms in everyday objects. How do they work?* Allow your child to take apart an object that you no longer use to see how it has been constructed.
- Suggest your child designs their own cards or invitations; perhaps on the computer if you have access to one.
- Set your child a fun task /problem which allows for a purely imaginative solution such as designing a new exercise machine for their pet hamster.
- Try this website for information: [DATA@data.org.uk](mailto:DATA@data.org.uk)

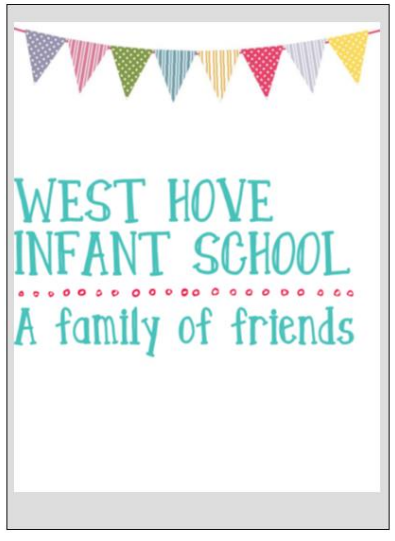


**Do also have a look at our 'My Little Book of Fun Things to Do'. These have been sent home but are also available on our website: [www.westhoveinfants.co.uk](http://www.westhoveinfants.co.uk)**



Please  
Insert child's  
photo  
Or  
drawing of  
themselves  
here

Look at the fun things to do in your year group and see how many activities you can tick and date to say you have done!  
We hope that you have fun completing your list ☺



Well done for completing all your fun activities!  
Please let us know below any more fun things that you like to do...

Year R			
Activity		✓	Date
Make mud pies			
Stroke a small animal			
Blow bubbles			
Roll down hills			
Splash in puddles			
Dance like no one is watching			
Make a den			
Pick fruit and eat it			
Play in the snow			
Visit a farm			
Plant a bulb and watch it grow			
Go on a crunchy leaf walk			
Fly a kite			
Post a letter			

Year 1			
Activity		✓	Date
Build a sand castle			
Make some biscuits & eat whilst warm			
Make a puppet			
Put on a puppet show			
Borrow a book from the library			
Go on a trip to the seaside			
Carve a pumpkin			
Make a daisy chain			
Dance like no one is watching			
Go on a winter walk			
Look up at the stars on a clear night			
Walk barefoot in the sand			
Collect shells and pebbles to decorate a plant pot			
Keep a collection of some sort			

Year 2			
Activity		✓	Date
Play a musical instrument			
Go on a picnic			
Plant a seed and eat what grows			
Visit a museum			
See live music			
Perform a dance			
Collect snails and race them (put them back once you've finished)			
Have a water fight			
Play in the snow			
Join an extra-curricular club			
See a butterfly hatch			
Talk to an old person			
Make your own ice lolly and eat it			
Take a selfie			





# Community Involvement...



Reception classes had visitors from people who help us in the community. They then designed and made their own emergency vehicles.

Year 1 enjoy a class trip to visit a castle before they design and make their own.





# Spiritual, moral, social and cultural development...

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<b>Design and Technology</b>	<p>By enjoying and Celebrating personal Creativity by designing and making Various projects such as moon buggies and Castles.</p> <p>By reviewing and evaluating products.</p>	By raising questions about the effect of technological Change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems.	<p>By Considering Cultural influences on design</p> <p>By asking questions about functionality V aesthetics in age appropriate language.</p>

