Governor visit to observe Technology Autumn / Spring 22/23

Planned curriculum for autumn for class 1 R/ Y1

Whoozit cube - an attractive cube shaped toy for a baby

Alien Puppets

Class 2 Y2,3,4

Construction of round houses using craft and natural resources

Observation took place through a walk around school and discussion with Mrs Davey

Mrs Davey communicated that the whoozit cube project took 6 weeks from planning to completion. The completed cubes were all very accurately made (edges were scored to accurately fold the sides) and of sound construction showing application of cross curricular maths skills (measuring all edges). The children had all thought about what colours and textures would interest a baby and what materials would be suitable for a baby. They used a split pin to make 1 surface spin around.

I felt this was a lovely sensory activity that would appeal to class 1 children who may have younger siblings at home and would be familiar with toys that are in the home or available in the marketplace . Cross curricular links are shown to PSHE.

We then continued to look at a display of colourful alien puppets. Children were asked to collect materials to make 3D structures showing re use and upcycling of materials connecting to the science curriculum and evidence of more measuring skills showing progression from measuring in cubes (reception) to measuring using a ruler in year 1.

Children develop resilience and perseverance when moulding and decorating their puppets, sometimes they have to manage their frustrations when they have to try again and they have to develop patience and take care with cutting and gluing and to carefully consider shape and size to obtain the most successful outcome. The finished puppets clearly showed independence and imagination, each puppet was unique and individual. An ICT programme Shoo Fly is used to support this topic.

In the Spring term children will be working on a new chair for baby bear project with clear links to the literacy curriculum Goldilocks and the three bears and will demonstrate progression of skills by using tools (saws) and continuing to measure accurately to measure square and rectangle shapes for the chair back, seat and four equal legs.

All lessons showed that children were encouraged to engage with sensory materials, colour matching and contrast and learn that there is a design process. Planning is recorded in workbooks pictorially and also in writing and teacher / TA support is given to help with recording where needed.

Roundhouses

Class 2 year 3 and 4 have been making very authentic looking roundhouses from the Bronze and Iron Age. Children were able to decide whether to use craft materials (lolly sticks, clay, string, paper straws) or organic natural materials foraged from outside (sticks, moss etc). The work was clearly independent showing variety in the finished results and linked well to the humanities curriculum Iron Age hill forts, tribal kingdoms, farming, art and culture. The school grounds provide plentiful material for this project and the children having learnt forest school skills in class 1 confidently work in construction with these materials. The finished roundhouses showed that the children had clear understanding and comprehension of the task and had exercised patience and care when constructing them. There was evidence of intricate weaving of string and paper straws showing how a curved structure could be achieved.

It was such a pleasure to spend time in school observing the work in technology and the colour and vibrancy of the displays. Technology clearly supports childrens’ wellbeing through use of sensory materials which they enjoy working with and allowing the children to feel a sense of achievement and pride in their finished pieces. On a future visit I would like to see mood boards showing a collective preparation of ideas which I think would be a useful stepping stone to middle school curriculum and I would like to see if children know about sites of historical interest / where hill forts would be in their locality or in a wider context in the UK by visit or by using ICT to look at sites of historical interest digitally or with the support of English Heritage / local historians.

A English Feb 23