



## **Woodwork Intent, Implementation and Impact Statement**

“The life so short, the craft so long to learn” - Anonymous

### **Intent:**

At Woolenwick Infant and Nursery School, we understand the long-standing role Woodworking has held in Early Years educational philosophy and recognise the creative outlet it provides our children, whilst giving them a connection with a wonderful, natural medium.

### **Implementation:**

The curriculum has been carefully planned to cover Woodworking skills which engage children’s interests and to enable children to logically develop the knowledge and skills that they will need now and for the next steps in their learning journey. Learning is sequenced so that the intended curriculum for each year group builds upon what has been taught before and children work towards clear end points. Educators make meaningful links between subjects wherever possible. This allows children to connect new knowledge to help them remember it. Each new study of learning begins by revisiting the previous related knowledge, allowing children to retrieve what they have already learned in the earlier sequence of study and ensure new knowledge is taught to build on prior learning. Children acquire knowledge and skills in a coherent and progressive way. This ensures the knowledge and skills become embedded in their long-term memory and can be applied in the other areas of learning. Educators are learning partners who develop children’s deeper thinking skills, theories and ideas through skilful open-ended questioning.

We are committed to improving vocabulary by incorporating subject specific words.

All Educators are trained in the safe use of a range of woodworking tools. Every classroom has its own woodworking bench and stocked toolbox. Children begin by using Balsa wood, this soft wood allows children to be successful from the outset. As the children gain confidence, challenge is increased gradually through the introduction of different lengths of nails, different sizes and types of wood. Children experience and develop a breath of movements by using a variety of tools: pushing and pulling (saws, files), Levering (Nail puller), rotating (vice, screwdriver, drill) and rubbing (sandpaper). Children have opportunities to work collaboratively in wood, discussing ideas, problem solving together and offering one another practical support. Children are taught how to use the tools safely and given opportunities to apply this knowledge and realise their design in wood. This freedom provides opportunities to problem solve in a meaningful context.

Woodworking supports our ECO sustainable education, allowing children to develop an understanding of where wood comes from and viewing wood as a precious, finite, natural resource. Children develop a respect for nature as they understand that it takes time for trees to grow to provide this valuable resource. This links to our forest area, where we harvest wood and plant new trees. The children also develop first-hand an understanding of importance of reusing resources (over disposing of resources), such as bottle lids, which can be used to add detail and embellish woodworking models.

### **Impact:**

The difficulties and challenges of woodworking provoke deep levels of engagement over prolonged periods of time, routinely seen at 5/5 on the Leuven Scale of engagement. The ability to craft their own designs fosters a sense of self-efficacy as the children see themselves as engineers, architects and sculptors. The ability to master the use of real woodworking tools improves fine and gross motor skills, with wider implications across the curriculum and beyond. We are not necessarily training the next generation of carpenters but potentially surgeons and engineers too – careers where dexterity is crucial.