

# FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



## Design and Technology Curriculum Policy



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### **1. Introduction**

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

**National Curriculum in Education, Department of Education 2014**

At Forefield Infant and Nursery School we believe that Design and Technology is a key subject when preparing children for an active role in the continued development of today's rapidly changing world. Whilst providing opportunities through which they can use and apply technical skills, knowledge and vocabulary to become designers and innovators, we are also enabling and encouraging our pupils to become independent creative thinkers and problem solvers who show perseverance, resilience and passion.

### **2. Intent**

Design and Technology is key in early childhood development helping to grow children's knowledge of design and understanding of structures, mechanisms and materials including food. DATA (The Design and Technology Association) state that Design and Technology at Primary School nurtures children's creativity and innovation, encouraging them to think about important issues associated with resources, products and the world in which they live and learn.

At Forefield Community Infant and Nursery School we deliver a broad and rich Design and Technology curriculum, giving all children the opportunity to develop as designers whilst equipping them with the skills to deal with the challenges of tomorrow's ever-changing world. All children will have the opportunity through both our curriculum and extra-curricular activities, to participate and engage with a variety of DT experiences, exploring its value in the local community and beyond.

Our ambitious curriculum enables our children to learn and grow with Design Technology delivered as a discrete subject. However, Design Technology links well with many other subjects, such as Art, Maths and Science and wherever possible, cross-curricular links are formed with our experienced teachers carefully planning these links to ensure they are relevant and meaningful. Children will increasingly be able to explore, embed and extend their application of practical Design Technology skills within our developing and expanding Forest School provision.

By nurturing and fostering innovation and creativity, we aim for all children to develop a love of Design Technology and be inspired by its rich cultural and historical developments. As they develop the skills, vocabulary and an understanding of the design process we at Forefield Community Infant and Nursery School are supporting them as they become the designers, engineers, chefs, architects and inventors of the future.

***'Learning and growing together through Design and Technology'***

### **3. Implementation**

To ensure high standards of teaching and learning in Design Technology, we implement a curriculum that is progressive throughout the whole school. Design Technology is taught termly, focusing on the knowledge and skills stated in the National Curriculum and the EYFS Framework.

#### **EYFS**

During the Early Years Foundation Stage, the essential building blocks of children's design and technology capability are established. During the Nursery

and Reception years at Forefield Community Infant and Nursery School, DT is taught as an integral component of the children's learning. In the Early Years Foundation Stage Design and Technology knowledge and skills are taught through the Expressive Arts and Design area of learning (through strands - Being Imaginative and Expressive and Creating with materials) but there are many other opportunities for carrying out DT related activities in all areas of learning in the EYFS.

Within continuous provision the children will learn through first-hand experiences with access to a wide range of both large and small scale resources such as; construction kits, existing products and a variety of materials and natural resources. They are given frequent opportunities to explore, observe, solve problems, think critically and time to talk about what they have made and why they have made their decisions. Taking place in both our indoor and outdoor learning classrooms, these activities will attract the children's interest and curiosity.

There is an emphasis on independence and self-initiated learning, which enables Foundation Stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences. To support this further all children within the EYFS stage will receive regular opportunities to access associated Design and Technology learning within current Forest School provision.

In the Early Years teaching will inspire children to make healthy food choices as they are encouraged to select and even grow their own snacks. Children are taught about personal and food hygiene promoting healthy choices from the very beginning of each child's learning journey.

### **Key Stage One**

Throughout KS1 Design & Technology teaching fulfils the requirements of the National Curriculum programmes of study, with delivery of its 2 key strands; Designing and Making and Cooking and Nutrition. All children will engage in at least three DT units during each academic year, one of which will be related to food and nutrition. These will involve the children following all elements of the DT process; exploring, researching, designing, making and evaluating, whilst gaining the appropriate vocabulary, technical knowledge and skills.

Teachers will have identified the key knowledge and skills to be taught through each project and consideration has been given to ensure progression within a year group and across the school, as well as making links to other subjects. At

the beginning of each project, children are given the opportunity to convey what they know already as well as what they would like to find out. This informs the starting point for learning in each project and ensures lessons build on children's prior knowledge. Teachers will also use their knowledge of our curriculum, making links to prior learning clear for children to build upon. DT will be taught to a high standard, where each of the stages is given equal weight. There should be evidence of each of these stages in the DT books.

#### **4. Impact**

The impact of our high quality Design Technology curriculum will be to develop children who:

- are inspired by the DT curriculum and want to learn more.
- show progression in skills, knowledge and understanding.
- can discuss their learning and remember what they have learnt
- meet or exceed age related expectation

#### **EYFS End Points**

In Early Years, the children develop essential basic skills in DT which prepares them for transition to KS1. Our EYFS curriculum provides many opportunities for the children to carry out DT related activities across all areas of learning.

By the end of Early Years, it is expected that children will be able to:

- construct with a purpose in mind
- use simple tools and techniques competently and safely
- build and construct with a wide range of objects, choosing appropriate resources and making adaptations when necessary
- assemble and join a wide range of different materials together, selecting appropriate tools and techniques

#### **Key Stage One End Points**

By the end of Key Stage One children will have an understanding of and be able to:

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria.

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### **Make**

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### **Evaluate**

- evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

### **Cooking and nutrition**

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure a seamless transition as Year 2 children move into the next stage of their Design and Technology journey. The Key Stage 1 Design and Technology curriculum is carefully designed to equip children with the pre-requisite skills and knowledge to access Key Stage 2 learning.

## **5. Assessment**

Our bespoke curriculum assessment system, Classroom Monitor allows teachers to assess progress and attainment of children against both knowledge and skill-based learning objectives. These objectives are taken from our progression model and bespoke curriculum. Lessons and topics are planned to ensure children

can achieve these outcomes which will broaden their knowledge and skills in all aspects of Design and Technology.

Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will sometimes use iPads to record and evidence children's progress over a sequence of lessons. Some key pieces of evidence will be uploaded to the school's Design and Technology curriculum sample folder or to Classroom Monitor for moderation purposes and for monitoring of the curriculum.

A Design and Technology data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

## **6. Reasonable Adjustments**

In all classes there are children of differing abilities. At Forefield Community Infant and Nursery School we recognise this fact and provide suitable learning opportunities for all children. Within the Design and Technology Curriculum common tasks will be set that are open ended and can have a variety of results. Teachers will also make reasonable adjustments through differentiation in adult support, equipment available, peer grouping, questioning and level of challenge. Class teachers can seek advice from the Design Technology Subject Leader and/or SENDCo to ensure reasonable adjustments are made for all children.

## **7. Remote Learning**

Design and Technology lessons will be available during any periods of remote learning should this be required. This will be delivered in line with school's remote learning policy and following any Health and Safety guidance.

## **8. SMSC**

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our Design and Technology curriculum.

### **Spiritual development in Design and Technology**

Spiritual development is important in Design and Technology as children develop

a sense of awe and wonder when considering the scope and possibility of human achievement. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn increases self-confidence and a belief in their own abilities. The element of challenge encourages us to become problem solvers who think creatively and develop our skills of resilience, perseverance and focus.

### **Moral development in Design and Technology**

In Design and Technology we encourage the children to think carefully about the resources and materials they are using when designing and making. We consider our role as responsible citizens and the environmental implications of our choices.

### **Social development in Design and Technology**

Social development is a key feature of all Design and Technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. This establishes and maintains a safe and secure, learning environment. We place an emphasis on developing their ability to work with others, share resources and respect opinions when sharing ideas and giving feedback.

### **Cultural development in Design and Technology**

We develop wider cultural awareness in Design and Technology through projects that consider our heritage and how industrial developments and certain designers have helped shape our nation. We seek to expand student's knowledge of other cultures and how they have influenced the design and manufacture of products we use and consume.

## **9. Role of Subject Leader**

The role of the subject leader is to:

- ensure high quality Design and Technology lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich curriculum.
- provide subject specific guidance/CPD to colleagues.
- monitor the Design and Technology curriculum delivered to children across the school, highlighting strengths and areas for further development.
- monitor the progress and attainment of children in school in Design and Technology.

- manage resources to support delivery of a high quality curriculum.
- stay up to date with changes, new initiatives and research that would enhance and support the development of Design and Technology at Forefield Community Infant and Nursery School.

## **10. Equality Statement**

The Design and Technology curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach Design and Technology to all children respecting individual needs. The Design and Technology curriculum takes into account issues of difference including: gender, race and ethnicity.

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