

# Buttsbury Infant School



*Together we grow*

Aspiration, Respect, Resilience, Kindness

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## E4 Design and Technology Policy

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<b>Signed</b>	Ann Robinson (Executive Headteacher)

## **Purpose of Study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children 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.

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

## **Aims of Design and Technology**

The national curriculum for design and technology aims to ensure that all children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

## **Curriculum Intent**

At Buttsbury Infant School the **intent** of our Design and Technology curriculum is to enable children to design, make and evaluate their own products. Children will conduct research prior to designing their products, to inspire their design choices. We provide a well-rounded Design and Technology curriculum where children are able to make a range of products within the Food, Mechanisms and Textiles strands. As the children progress through the school, we want our learners to become increasingly more confident in using a range of tools to make their products.

## **Curriculum Implementation**

We have a broad and balanced Design and Technology curriculum at Buttsbury Infant School where children are given rich, vibrant and meaningful opportunities within a curriculum that is ambitious for all learners.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

Topics in Design and Technology are split into the following strands: Food; Mechanisms; and Textiles.

In EYFS, children begin to develop their Design and Technology skills through the implementation of 'creation stations' in their classrooms and outdoor area.

In Key Stage 1, all Design and Technology topics follow the same learning process: Research → Design → Make → Evaluate.

1. **Research** - Children begin each topic with engaging research-based lessons and are also given opportunities to conduct research outside of school.
2. **Design** - Once the children have carried out their research, they can design their product.
3. **Make** - Then, the children are given the opportunity to make their product following their design.
4. **Evaluate** - Then to conclude the topic, the children evaluate their final product.

## **Curriculum Impact**

Our curriculum engages all children and promotes a love of learning. Children enjoy being practical in Design and Technology lessons and are always proud of their final product.

As the children progress through Buttsbury Infant School, they develop an understanding of the design process and what it means to design, make and evaluate. The children also grow in confidence and independence when completing their designs and evaluations.

As a result of our Design and Technology curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at junior school.

### **Early Years Foundation Stage (EYFS)**

In EYFS, children will be taught design and technology skills through the EYFS Statutory Framework 'Expressive Art and Design'. This involves children exploring, using and refining a variety of artistic effects to express their ideas and feelings.

### **Design and Technology in relation to the National Curriculum**

The curriculum is organised to ensure that children's experience of design and technology is developed through activities that bring together requirements from the Key Stage 1 programme of study.

#### **Children are taught 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**

- explore and 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

### **Planning of Design and Technology**

Design and Technology planning is based on the National Curriculum and a bespoke scheme of work, developed by our school to suit the needs of our children.

### **Relationships with other subjects**

Wherever possible, links are made to other subject areas.

### **Links with literacy:**

### **Examples of design and technology activities and tasks which support the development of *Literacy*:**

- Speaking – sharing with others what they like and dislike about existing products; evaluating their own final products; exposure to new vocabulary
- Listening – listening to other people's opinions when evaluating existing products and their own products
- Comprehension – applying new skills that they have learnt to make their final product
- Texts – being exposed to a range of stories with moving mechanisms such as sliders and levers

### **Links with maths:**

### **Examples of design and technology activities and tasks which support the development of *Maths*:**

- Measuring – measuring the amount of ingredients needed in food technology; measuring and drawing out the amount of fabric needed
- Counting – counting out the amount of materials and ingredients needed
- Patterning – using and creating patterns within their designs; when completing a running stitch, children will learn to go over, under, over, under

### **Inclusion:**

- There will be opportunities in design and technology for all children to practise new skills
- There will be equal access to materials
- All children will be given opportunities to make their own final products
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities

### **Assessment and Recording**

Recording children's achievements and progress in design and technology can be accomplished in a variety of ways:

- Children's work in their foundation books
- Photos of children engaging in practical activities
- Photos of the children's final products

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum.

### **Role of the Design and Technology Subject Leader**

The Design and Technology subject leader will:

- Support staff in implementing the design and technology policy consistently throughout the school
- Support staff in delivering the design and technology curriculum
- Organise resources to support the school design and technology policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues
- Monitor policy and teaching and learning in design and technology