

# Dimple Well Infant School and Nursery



## Design and Technology Policy

Approved by Governors

October 2020

## **Design Technology Policy**

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Design Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

### **Our aims**

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose in designing and making.
- To use ICT software to assist designing and learning.
- To fulfil the requirements of the Foundation Stage and the National Curriculum.

### **Early Years Foundation Stage**

Design and technology will be touched upon through most areas of learning in the Foundation Stage; however the principal relevant area would be Expressive Arts and Design.

In the Early Years Foundation Stage, Expressive Arts and Design (EAD) is broken down into two aspects:

- Exploring and Using Media and Materials
- Being Imaginative

#### **Exploring and Using Media and Materials**

Experiment with media and materials finding out about their properties and modifying and manipulating them using a range of tools and techniques.

#### **Being Imaginative**

Pupils will have first-hand sensory experiences to develop their creative skills.

EYFS Expressive Arts and Design is a specific area of learning. Development in this area involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. We aim to deliver this through planned, purposeful activities, with a mix of adult-led and child-initiated activities. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

### **The National Curriculum**

#### **Key Stage 1**

##### **Design:**

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

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

**Make:**

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

**Evaluate:**

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

**Technical Knowledge:**

- To build structures, exploring how they can be made stronger, stiffer and more stable.
- To explore and use mechanisms, such as levers, sliders, wheels and axles in their products.

**Cooking and Nutrition:**

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

**Planning and teaching**

1. Teaching and learning will be based on the objectives specified in the National Curriculum 2014 and EYFS.
2. Within the Foundation stage setting the children are allowed free access to Art and DT areas in order to acquire and expand their creative development.
3. Within Key stage 1 a creative curriculum is followed with the foundation subjects being linked to other areas of the curriculum. Design and Technology is split into units of work and taught 3 times a year.
4. Each class will take part in cooking/baking at least once every half term.

**Learning environment**

Activities are organised at the teacher's discretion and according to the availability of materials. Design activities may be carried out individually, as a small or large group, or as a whole class activity.

Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles. Planning for design technology is provided for in medium and long-term plans.

**Assessment and recording**

Assessment in DT is based on teacher observations and made at the end of each unit. The end of unit expectations provides broad descriptions of achievement within each unit for teachers to decide where a child's progress differs markedly from the rest of the class. Their experiences and progress will be documented in their written annual report.

**Monitoring**

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans. The coordination of the Design Technology curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping them informed about current developments in Design Technology. They will monitor the quality of teaching and the standard of work produced. Evidence will be kept from year to year.

## **Inclusion**

Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

## **Information Technology Opportunities**

We use computing to support Design Technology teaching when appropriate. The children also use ICT to collect information and to present their ideas through draw and paint programs. They collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about existing products.

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

Our groupings allow children to work together and they understand how we expect them to do this. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

## **PSHCE and citizenship**

We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Through their understanding of personal hygiene they also learn how to prevent disease from spreading when working with food.

## **Cross curricular opportunities**

### **English**

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been learning in their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

### **Mathematics**

Design Technology contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. There are opportunities in all other areas of learning including: science, geography, history and art.

## **Educational Visitors**

Teachers invite Design Technology specialists into school (wherever possible) to enhance the children's learning. As an example, Year 1 classes learn how puppets are made during a session with Kirstie Garside (Toy Maker/ Collector). Afterwards, they design and make their own puppets. Year 2 children learn about making healthy sandwiches via a visit from Warburtons.

## **Resources**

Our school has a range of resources to support the teaching and learning of this subject across the school. These are kept in the hall cupboard.

### **Curriculum progression**

The scheme of work has been planned to ensure the children make progression throughout the year and throughout EYFS and KS1. Lessons have been planned so that children learn the basics and then continue to develop their skills.