Beddington Infants' School

Policy for DT

"In Design and Technology, we enjoy learning by designing, making, and evaluating.
We are ambitious learners and we can independently design a product".

Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve their personal best. Our provision is inspired by the Italian ***Reggio Emilia Approach***. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves.

Our aims in teaching Design and Technology are that all children will:

- 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

Implementation

Early Years Foundation Stage

Children have open-ended opportunities to explore DT during independent learning. Structured, exploratory play occurs daily. Children have the opportunity to work collaboratively and individually, responding to open-ended questions posed by adults. Verbal feedback is a valuable way to take the children's thinking and learning further.

Resources are available during continuous provision to enable our learners to explore a range of skills independently. The permanent areas that link to DT are imaginative play, construction, malleable play and creative play. These are permanent areas in both nursery and reception.

DT is linked to the following areas of learning:

. Expressive arts and design,

· Personal social and emotional development

· Physical development.

Ongoing observations are made in these areas to record and assess the development of skills. Observations are recorded in children's individual learning journeys.

Key Stage One

DT and Art are taught in alternate half terms, where children can develop their DT skills and knowledge through adult focused group learning. The learning in DT for each Year Group is topic based.

In addition to this, the children have access to and engage with planned independent learning opportunities weekly, enabling them to practise, apply and consolidate their DT skills, individually, collaboratively and independently.

Following the National Curriculum guidelines children will:

- Design
- Make
- Evaluate
- Use their Technical Knowledge
- Explore Food and Nutrition

The emphasis in our teaching of DT is on:

- First hand interactive experience where possible.
- Discussions with targeted questions from different resources.
- Encouraging children to take control of their own learning.
- Using a variety of mediums and strategies to deliver knowledge.
- Ensuring children use this acquired knowledge in a variety of ways.
- Developing ideas and skills by making and evaluating.
- Sharing ideas and communicating with others.
- Working safely with tools and materials, following safety procedures.
- Planning learning or projects.
- Improving through self-evaluation, based on the Thinking Hats.

Planning in DT is a process in which all teaching staff are involved.

- Long term plans/Curriculum Map
- Medium term plans
- Knowledge Organisers
- Weekly plans
- Plans are checked regularly by the Senior Leadership Team.

Children's progress in DT is recorded through:

- Ongoing assessments, with a termly summative assessment.
- Photos/Videos/Finished projects.
- Regular feedback.
- Pupil Voice.

Reporting to families occurs formally and informally through:

- Curriculum letters informing families of coverage.
- Sending learning home to be shared termly.
- Sharing Learning Sessions each half term.
- Open Evenings (3 per year).
- End of Year Reports.

Resources used include:

- DT resource list to locate resources for topics taught (structures, food, textiles).
- A range of appropriate resources, including a range of tools and materials.
- Teacher's resources and reference materials.
- Computers and appropriate software.
- Children's books relevant to the topic.
- Interactive displays.
- Visits from members of the community.
- Families.
- Thinking hats.

Pupils with additional needs:

When planning DT activities, differentiation is considered so that all children can access the DT curriculum.

A range of teaching strategies will be employed catering to the children's needs. For example a more practical approach or pictorial recordings may be used with children that find accessing the writing part of the DT curriculum difficult (when drawing plans).

Accelerated learners are given the opportunity to carry out further research into the area being taught. They will also be extended through different types of open questions that encourage the children to think more empathetically. Accelerated learners will be encouraged to work with increasing independence and taught the strategies with which to do so.

Diversity

We provide an inclusive DT curriculum, which is appropriate and accessible to the needs and abilities of all pupils in accordance with the School's Equal Opportunity Policy. We use the pupils' personal experiences when learning about a range of cultures and traditions. We are committed to providing an unbiased curriculum.

Impact

At the end of EYFS children should have achieved the following ELGs:

Expressive Arts and Design (creating with materials)

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Physical Development (fine motor skills)
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development (managing self)
Children at the expected level of development will:
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

By the End of Key Stage 1 children should achieve the following:
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.

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