



Downs Infants Curriculum Statement Design and Technology



“Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep” Scott Adams

| Intent | Implementation | Impact |
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| <p>What will take place before teaching in the classroom?</p> | <p>What will this look like in the classroom?</p> | <p>How will this be measured?</p> |
| <p>At Downs Infants School we aim to tap into children’s natural instinct’s to experiment and create! We believe in giving the children purposeful, design and technology tasks that will allow them to think critically and work creatively. We are committed to a cross curricular approach to learning and these tasks will provide opportunities for an interleaving of related learning; developing oracy, literacy, numeracy, language, thinking and social skills.</p> <p>We want children to be aware of the design rich community that surrounds them in their local area and real life purpose to projects will allow them to analyse why a product is needed and who it is for. The children will be given opportunities to evaluate current products giving them a clear idea of the needs of the consumer. This will allow them to adapt and design their own products using problem solving skills. By doing this, we are allowing the children to have a clear understanding of the design process.</p> <p>The children will start every project with a design brief and finish with an evaluation and possible</p> | <p>We implement a Design and Technology curriculum that allows the children to build upon their prior learning throughout the two key stages at Downs Infants. We encourage creative, experimental work in Reception working within the EYFS framework. Many areas fall within Design & Technology including ‘Exploring Media and Materials’, ‘Expressive Arts and Design’, ‘Understanding the World’ and ‘Health and self- Care’ as set out in the Early Learning Goals. The children’s learning includes model making, construction, attaching materials, problem solving and food preparation. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.</p> <p>While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work so that there is increasing challenge for the children as they move through the school.</p> <p>Progression documents and medium term plans inform teachers of the overview of the subject. Year groups plan for each lesson weekly in detail. These list the specific learning objectives for each lesson and gives details of how to teach the lessons.</p> <p>The teaching of Design and Technology follows a cross curricular approach and evidence of this can be seen in</p> | <p>Design and Technology plays an important role in the children’s development at Downs Infants and it is woven throughout many things we do in the curriculum.</p> <p>Topic books which include their Design and Technology projects provide the children opportunities to reflect upon their learning and show progress across the three years spent at Downs Infants. They are given opportunities to spend time discussing what they have achieved, learned and how to make improvements. Children are proud of their products when they have made them, are able to see them displayed in the classroom or the wider school environment and are keen to show others. They are able to use technical vocabulary, problem solve, generate ideas, learn practical skills and understand the importance of good design and healthy eating.</p> <p>In Reception, Tapestry is used to assess and record observations of children accessing all the areas of the curriculum that encompass Design and Technology and this is celebrated with parents and carers.</p> <p>Throughout Key Stage One, Design and Technology is assessed whilst observing the children working during lessons. Design and Technology is assessed by looking at progress and attainment at the end of a unit of study</p> |

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| <p>modification of their own projects. Children will be taken through the designing and making processes, allowing them to experience how a designer works and be given opportunities to meet experts through parent visits or school trips.</p> <p>They will experience using a variety of materials and techniques within each year group with a chance to revisit and extend skills, providing great outcomes over time. They will be shown how to use relevant tools and equipment correctly and safely during focussed teaching sessions.</p> <p>We aim to instil a love of cooking and nutrition. Children in all year groups will learn about food technology, with the aim that they will have clear knowledge of where food comes from, use their knowledge of nutrition to prepare meals creatively and have obtained a crucial life skill.</p> | <p>areas such as English, Maths, Art and Geography etc. Skills teaching mostly take place in class or where appropriate, out in the field, such as on school trips or from visits from experts.</p> <p>Children are introduced to real products, then provided with opportunities to plan ideas through modelling of the design process and helpful templates.</p> <p>A variety of different media and materials are provided for children to make choices, investigate and experiment with.</p> <p>They will also be taught key technical skills and vocabulary that will be built on over each year group and children will evaluate their products either through verbal feedback or written form where appropriate. Children will be encouraged to make continual evaluations though to inform modifications or improvements to their products as they evolve.</p> | <p>Progress made by individuals is made by assessing work against the learning objectives and children are also encouraged to self-assess.</p> <p>Year groups moderate work by collecting examples of a variety of abilities at the end of each unit and the subject leader is involved in learning walks throughout the school that includes teaching observations, book scrutiny and pupil voice This then informs future planning and subject development.</p> <p>The teacher makes an assessment of progress for each child three times a year, as part of the child's report to parents. We pass this information on to the next teacher at the end of the year.</p> |
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