

Booker Avenue Infant School



'Working together, learning together'

Design and Technology Policy

At Booker Avenue Infant 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.

Aims

- To increase pupils' awareness of and the importance of design and technology in our lives.
- To develop technological capability of all children in order to design and make products within a meaningful context.
- To fulfil the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum for Key stage 1.
- To encourage attitudes of collaboration, co-operation and respect
- To make all children aware of aspects of health and safety
- To develop the children's use of correct technological language, extending their vocabulary through talking and explaining their designing and making activities
- To develop a sense of enjoyment and pride in their ability to make
- To nurture creativity and innovation through designing and making
- To develop pupils' curiosity and interest in the man-made world through investigating, talking and asking questions about familiar products
- To develop skills in cooking and nutrition
- To develop pupils' confidence and enthusiasm through frequent exploration of construction kits to build and construct objects and activities for exploring joining, assembling and shaping materials to make products

Teaching and Learning: EYFS

The statutory Early Years Foundation Stage, (EYFS), framework clearly identifies the role of design and technology in young children's learning and the subject is specifically named in the area of learning 'Expressive Arts and Design'. The Early Learning Goals for Expressive Arts and Design indicate what children should know, understand and be able to do by the end of the Reception year. Planning is supported by the Kapow Scheme of Work. Lessons follow a sequence of objectives that embed and revisit previous knowledge and introduce new themes and vocabulary. A significant proportion of this learning is delivered through high quality D&T experiences and activities, enabling children to:

- safely use and explore a variety of materials, tools and techniques
- experiment with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Cross-curricular links are made where possible, across the EYFS Framework, with a particular focus on Communication and Language, and the children's ability to think critically.

Many D&T experiences in the EYFS take place during child-initiated learning. Structured, exploratory play occurs on a daily basis and through this, children become involved in the technological process. They have the opportunity to work collaboratively and individually, responding to open ended questions posed by adults. High quality interactions encourage the children to reach individualised goals, and therefore reach their full potential.

Teaching and Learning: Key Stage One

We use the Kapow Primary scheme of work to support the delivery of high quality D&T lessons. The Kapow scheme of work is progressive and fulfils the statutory requirements outlined in the national curriculum Programme of study for Design and technology aims to ensure that all pupils:

- 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.

Kapow Primary's Design and Technology scheme identifies five key strands which run throughout:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

Planning and Resources

All children at Booker Avenue have access to a wide range of high quality Design and Technology resources and are encouraged to explore and experiment with these in different units of study.

In EYFS, medium term plans have been produced to reflect the content of the EYFS framework. We use Kapow to support our planning, as it contains small steps from Development Matters, which allow us to embed previous knowledge. The planning of D&T is directly linked to the school's Literacy based curriculum, and the high-quality Literacy texts. In Key Stage One, medium term plans are supported by the Kapow scheme of work. This scheme follows a sequence of lessons that embed and revisit previous knowledge and introduces new themes and objectives.

The planning is the responsibility of the D&T lead, and is reviewed on a half termly basis, with contributions from staff throughout the school.

Equal Opportunities

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Teachers ensure that children have access to a range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes and use designers from a range of backgrounds, cultures etc. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Regular discussions with the school SENCO ensure access of D&T is available to all. Implementation of additional resources, adaptive teaching, and 1:1 support is put in place when necessary.

Assessment

In EYFS, a range of assessment strategies are used, including formative assessment, higher-level questioning, and regular pupil/adult interactions. Regular pupil progress meetings take place to ensure all children are meeting their full potential. In Key Stage One, Formative assessment ensures children's prior knowledge is checked at the beginning of each unit. This enables misconceptions to be dealt with, and provides the 'building blocks' for their next steps of learning. Children's knowledge and skills are regularly assessed and developed by the teacher during lessons, in accordance with the lesson's success criteria. The Tapestry program is used to track progress made in each of the strands, every term. It is the role of the subject lead to monitor progress and make reasonable adjustments to the curriculum to ensure every child meets their full potential. Assessment quizzes and knowledge catchers are used for each unit of work.

Parental Involvement

We encourage all parents and carers to support and assist with whole school events and Design and Technology projects. Parents and carers from the field of design and technology are warmly encouraged to approach the school to support opportunities for enrichment, and the school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose. Once every half term, every child gets to make a wonderful creation using junk modelling, with the resources for this activity being provided from home and school as recyclable materials.

Health and Safety

- At all times, children will be taught how to handle and care for equipment and media safely and with respect;
- They will also be taught to use items of protective clothing when necessary;
- The children will be encouraged to develop safe and tidy work practices;
- Electrical equipment will be inspected regularly.
- From the Early Years, children will be taught how to risk assess appropriately.

Date of policy: July 2025 **Date of next review:** July 2026