

Yeadon Westfield Infant School
Design and Technology Policy
2017-Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

*Tell me and I forget-show me and I may remember-let me do it and I learn.
Learning through making works. (Prue Leith, Leith's School of food and wine)*

Introduction:

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world and encourages children to become autonomous and creative problem solvers, both as individuals and as part of a team. The study of design and technology allows children to combine practical skills whilst understanding the ways in which people have designed and made products to meet their needs.

Purpose of Study:

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils 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. Pupils 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:

- * To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- * To 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.
- * To critique, evaluate and test their ideas and products and the work of others.
- * To understand and apply the principles of nutrition and learn how to cook.

* To fulfil the requirements of the Foundation Stage and the National Curriculum.

EYFS:

Design and technology will be touched upon through most areas of learning in the foundation stage, however the principal relevant area would be EAD.

In the Revised 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 to 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

Objectives for KS1:

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.

Principles which underpin our work:

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.

The following teaching sequence is followed for each unit of work:

- * Investigative, disassembly and evaluative activities (IDEAs)
- * Focused practical tasks (FPTs)
- * Design and make assignments (DMAs)

Assessment:

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.

Related policies

This policy should be read in conjunction with the following policies:

- Single Equalities Policy
- Inclusion Policy
- Special Educational Needs Policy
- Assessment Policy