

# The Design and Technology Curriculum at Yeadon Westfield Infant School

## Intent

At Yeadon Westfield Infant School we believe that **all** pupils are entitled to a full, stimulating, and well-structured Design and Technology curriculum based on the National Curriculum 2014 and the EYFS Statutory Framework 2021. We believe the teaching of Design and Technology should develop a child's ability to embed key life skills such as: cooking and nutrition, developing design skills, learning about electronics, computing, materials and textile technology and should prepare them for the future. We aim to build their resilience to help them develop an appreciation and enjoyment of Design and Technology and to inspire them for the future.

As an infant and nursery school, we are very much centred on the first steps in this journey. Through our teaching of Design and Technology we aim to:

- provide a progressive and challenging curriculum which is sequenced to enable all children to develop competence to excel within each area of design technology
- provide our children with a rich curriculum of carefully crafted lessons that ensures time for designing, making and evaluating
- provide opportunities for our children to develop ideas, test theories, think logically and structure their work systematically
- encourage our children to employ imagination and creativity in all stages of their projects
- ensure an equal variety of design technology strands are taught- technical, textiles and cooking/nutrition.
- encourage and promote opportunities for children to take their design technology skills into real life contexts beyond the classroom.
- create a safe and open environment where children feel confident to experiment, make mistakes and revise designs.

We believe that following a rigorous and child centred curriculum from the beginning of nursery allows us to ensure **all** pupils are given the opportunities they need to make progress across the areas for learning and the acquire the skills and knowledge in the National Curriculum, whether they are disadvantaged, have special educational needs, or have delays or gaps in learning.

## Implementation

We have chosen to develop a curriculum that focuses on sequential learning building on the foundations already laid in the previous learning. Each stage of the children's learning journey is clear, misconceptions can be addressed and gaps addressed: knowledge is carefully and systematically built up and mastery opportunities can be provided at every stage.

Nursery children have access to areas of provision to develop their learning and this is built on in reception. There is huge emphasis on language acquisition throughout.

Through a variety of innovative and practical activities, we teach the subject specific knowledge, understanding and skills required for pupils to engage in the process of designing, making and evaluating. Our pupils design and make products that consider purpose, function, suitability and appeal in relation to a variety of contexts. This process is enhanced by the teaching of design technology within topic, as it allows our pupils to place their learning into real life situations allowing for stronger and deeper connections with their objectives.

When undertaking the design, make and evaluate model, our children are taught to:

**Design:**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
- generate, develop, model and communicate ideas through discussion, prototypes and sketches.

**Make:**

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing as well as chopping and slicing) accurately. In doing so, they work from their own plans, checking their product as it develops and then undertake and necessary modifications.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

**Evaluate:**

- investigate and analyse a range of existing products with specific focus on suitability.
- evaluate their ideas and products (clearly stating what went well and what could be improved) against their own design criteria and consider their views of others to improve their work.

**Technical knowledge:**

- apply their understanding of how to strengthen, stiffen and reinforce structures.
- understand some key ways that food can be processed and the effects of different cooking practices (including baking and frying).
- explore different textiles and textures, initially through play but latterly whilst choosing fabrics for a purpose based on aesthetic and function.
- sew, cut and tack fabric to create 3D pieces.

There will be active participation in acquiring a range of Design and Technology skills, involving individual, group and class work. Opportunities will also be identified across the curriculum so that the children can develop and apply their skills in all aspects of learning and not simply in subject isolation.

**Assessment**

- all lessons will provide opportunities for formative assessment.
- children in Early Years will be assessed against the statements in Development Matters and the EYFS Statutory Framework.
- end of year reports contain information about how the children have progressed through the year including their strengths and areas for development

Monitoring is carried out to ensure staff and children are confident with teaching and learning Design and Technology. Staff keep up to date with developments in Design and Technology, with work being done in the ALPT and advice from the Department of Education.

**Impact**

By the end of KS1, children should:

- 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 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.

Learning is expected to be of high quality with children putting in their best effort. Children should enjoy Design and Technology lessons and be keen to challenge themselves regardless of stage of development. They should leave our school ready for the next stage of their learning in KS2.