DESIGN & TECHNOLOGY CURRICULUM POLICY 2025-26

ST JOHN'S CHURCH OF ENGLAND INFANT SCHOOL

Date approved	**Sept** 2025
Review date	**Sept 2026**

'From the smallest of seeds fed with faith and love, our St John's family will flourish and grow.'

All of our polices are written with the aim of improving our school and of realising our Christian vision:

From the smallest of seeds fed with faith and  love our St John's family will flourish and grow.

Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our small community to **flourish and grow** through the values of faith and love and to ensuring that they go on equipped for 21st century living and to have a positive impact on the world.

Based on the teachings of Matthew 13:31

INTRODUCTION

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.

THE NATIONAL CURRICULUM & AIMS OF DESIGN TECHNOLOGY

The national curriculum 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.

TEACHING AND LEARNING

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities. The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT. In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability, and setting different tasks for each group
- Providing a range of challenges through the provision of different resources
- Using additional adults to support the work of individual children or small groups
- Providing specialist support where individual children have particular gifts or talents.

Each project taught ensures a balance of:

- Investigative, disassembly and evaluative activities (IDEAs)
- Focused practical tasks (FPTs)
- Designing and making assignments (DMEAs)

DESIGN AND TECHNOLOGY CURRICULUM PLANNING

Design Technology is a foundation subject in the National Curriculum. As a school with mixed year group classes, we work on a two-year cycle to ensure we cover all of the National Curriculum 'end of key stage' expectations. We plan to the requirements of the foundation subjects and link these in a cross curricular way to the particular topic we are studying. At All Saints, we have planned a rich, engaging DT curriculum assisted by Curriculum Maestro – an online platform. This ensures we have mapped out the visual elements, the range of media and chosen materials and the processes/skills to be developed during each year group. Our long-term plan ensures an appropriate balance and distribution of DT projects across each term. We ensure our lessons encompass exploring and developing ideas; investigating and making; accessing and appreciating the work of others and evaluating and developing work and knowledge and understanding. In our school, daily planning is detailed and highlights the specific learning objectives and expected outcomes of each lesson. It also gives details of which children will be supported and how success will be measured. The activities in Design and Technology have been chosen so that they build on the children's prior learning. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, progression has been carefully planned into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

EARLY YEARS FOUNDATION STAGE PLANNING

We encourage the development of skills, knowledge and understanding that help EYFS children make sense of their world as an integral part of the school's work. As the EYFS class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundation for later work in Design and Technology. These early experiences include:

- Asking questions about how things work
- Investigating and using a variety of construction kits, materials, tools and products
- Developing making skills

- Handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, both indoors and outdoors, attract the children's interest and curiosity.

CONTRIBUTION OF DESIGN AND TECHNOLOGY IN OTHER CURRICULUM AREAS

English:

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we employ for the children to develop an understanding of the fact that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

Mathematics:

In Design and Technology, there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations, and in doing so, they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designs and modelling.

Science:

There are also many opportunities to link ICT with Science. Children will be given opportunities to use their design skills when conducting investigations. There is also a strong link when using textiles, changing/mixing colours, choosing appropriate materials for a task when selecting insulators, or waterproofing a design etc.

Personal, Social and Health Education (PSHE) and Citizenship:

Design and Technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines. They also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, Moral, Social and Cultural Development:

The teaching of Design and Technology offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons and demonstrate our school values. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in Design and Technology, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Design and Technology and inclusion:

We ensure that all children irrespective of their ability/disability have access to the design technology curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. To reflect the diversity of our society, we ensure that children have access to the

work of inventors, artefacts and resources from a range of gender ethnic backgrounds and cultures.

ASSESSMENT FOR LEARNING

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. These assessments are recorded in real time on our learning platform. At the end of each full term, teachers make a judgement against the National Curriculum expected outcomes. Older children are encouraged to make judgements on ways in which their work can be improved. Teachers then use the attainment that they record to plan the future work of each child. The subject leader is developing a portfolio of written and photographic evidence of the children's work. This demonstrates the expected level of attainment in design and technology in each phase of the school.

RESOURCES

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the attic store room which is only accessible to adults.

HEALTH, SAFETY & HYGIENE

In this subject, the general teaching requirement for health, safety and hygiene applies. We follow the health and safety guidance for DT as set out by CLEAPSS and we teach children how to follow proper procedures for handling tools, food safety and hygiene. All resources, both consumable and non-consumable are located in the attic store room. It is the responsibility of each class teacher to collect resources and then return them after use. If any resources become broken during use, the Design and Technology leader needs to be informed as soon as possible.

MONITORING AND REVIEW

The subject leader is responsible for:

- The monitoring of the standards of children's work
- Providing support for colleagues in the teaching of Design and Technology
- Monitoring the equipment needed to deliver the Design and Technology curriculum
- Reviewing and updating the Design and Technology Policy
- Keeping staff informed of developments or changes in the Design and Technology curriculum
- Providing a strategic lead and direction for the subject across the whole school