Belvedere Infant and Nursery School

Design and Technology Curriculum Rationale

Intent:

At Belvedere Infants it is our intent that Design and Technology is an inspiring, practical, meaningful, and memorable subject. Using creativity and imagination the children design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs and wants and values giving meaning to the learning. We aim to, wherever possible, link the skills learnt in DT to other subjects across the curriculum such as mathematics, science, computing, and art. Knowledge about the properties of materials helps in science and the practice of measuring accurately help in Maths. These skills help in computing through the children's use of computer control and, naturally, in art and design.

Throughout lessons children are given opportunities to explore and reflect upon their designs with purpose always at the forefront of their minds and evaluate past and present designers and design technology, its uses and effectiveness.

We at Belvedere Infants believe a great Design and Technology education makes an integral contribution to the culture, creativity, and progression of our futures and therefore its importance is celebrated throughout our curriculum. We strive to achieve this through providing children with an exciting, relevant, and challenging curriculum with a variety of enrichment opportunities. The knowledge and skills-based curriculum offered encourages them to become innovators, risk-takers, and problem solvers, practically solving problems both as individuals and as members of a team.

Implementation:

Children at Belvedere Infants receive a design and technology curriculum which allows them to exercise their creativity through designing and making. It is based closely on the National Curriculum and is supported by a well-designed sequence in skills and knowledge progression. This also ensures that there is appropriate breadth through regular encounters with the different strands such as cooking, textiles, materials, and mechanisms.

Lessons are usually taught in short blocks to enable children to remain focused and to make management of materials and resources more efficient. The teaching of DT stives to follow

the design, make and evaluate cycle. The design process is enhanced when rooted in real life with relevant contexts often giving meaning to the learning for the children. For instance, activities in which children design and make 'something' for 'somebody' for 'some purpose'. While making, we provide children with a choice and a range of tools to choose freely from. To evaluate, we encourage children to evaluate their own products against specified design criteria. Each of these steps are rooted in technical knowledge and vocabulary.

Impact:

Teachers assess children's work in Design technology by observing them working during lessons. They assess the progress made by the children against the learning objective set and verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity. Children will be given opportunities to evaluate their own work and the work of their peers. Self-evaluation and reflection by pupils is key to the children's understanding of their own learning and development of skills.

We believe a successful Design and Technology curriculum will provide children with the ability to use time efficiently, working constructively and productively both independently on projects and with others. If children can show the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. We aim for children to have thorough knowledge of which tools, equipment, and materials to use to make their products and have an awareness and can cook and bake safely and hygienically showing an understanding of nutrition.

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