



Design and Technology Intent, Implementation and Impact Statement

Intent:

At Court Lane Infant School, we believe that problem-solving and creativity are key aspects of pupil's development. Design and Technology is unique in that it allows freedom of creativity for children to design their own solutions to relevant problems, with real-life contexts, and for real users.

Our intention is to provide a range of practical problem-solving opportunities, whereby children's imaginative, creative, technical and evaluative skills are progressively developed. To achieve this, we have developed our curriculum using the 'Projects on a Page' scheme of work from the Design and Technology Association. It is underpinned by our school learning behaviours: Risk-Taking, Resilience, Reflective, Relating to Others, and Resourcefulness.

Our objective is to provide an inclusive and accessible education in Design and Technology; enabling pupils of all abilities to explore and learn to critique existing products in order to develop their initial ideas into final products. We offer opportunities for children to work with construction materials, mechanisms, textiles and food ingredients to create a range of products for different purposes. Pupils will find out where food ingredients come from, and learn about the principles of healthy diet, drawing on their learning from PSHE and science. Children will also apply knowledge and skills from and within other subjects, such maths, computing and art whilst working on Design and Technology projects.

Through our Design and Technology provision, children will learn to take risks in a positive and safe environment, enabling them to become confident users of a range of technical skills and vocabulary. They will learn to consider design criteria and evaluate their techniques, skills, and finished products throughout the Design, Make, Evaluate process. Alongside developing these fundamental skills, children will be inspired by their learning in Design and Technology, setting them on a path to be the designers, makers and inventors of the future.

Implementation:

Design and Technology Curriculum - Our curriculum consists of age-appropriate and progressive learning activities; designed for all pupils to access with increasing levels of independence. All units are linked to learning topics, in which pupils have been immersed. During Year R, a mix of adult-led learning and child-led 'Discovery Time' activities provide opportunities for children to explore, gain confidence working with, and learn to use, a range of construction kits, tools, and materials.

In Key Stage One, pupils undertake six structured units of work, or projects. Knowledge organisers for each unit highlight the key vocabulary, substantive and disciplinary knowledge taught. Each project begins by informing pupils about the user, intended purpose and function of the product. Children are given time to explore and evaluate existing products, before learning related technical knowledge, skills and techniques. Design criteria is developed with children's input, and is considered throughout the design, make and evaluate process. Finally, children evaluate the success of their final product, based on the extent to which it meets the design criteria.

All year groups learn the basic principles of nutrition and enjoy using kitchen utensils to prepare healthy meals. These activities are carried out in accordance with relevant risk assessments and guidance from the Design and Technology Association.



Cultural Capital – The very nature of D&T allows us to offer practical opportunities that will support pupils to perform everyday tasks in an increasingly technological world; enabling them to become capable and confident citizens. Pupils enjoy working with mechanisms, food, textiles and structures, to create their own unique products, including: a healthy sandwich for a pirate’s lunch; a moving-picture story book page for other children to enjoy; and a carnival float with moving wheels.

Additional Opportunities - Each year, the children also participate in a STEM week, where they learn more about the impact of Design and Technology within the wider world. They also benefit from applying their knowledge and skills in further ways.

Assessment - Assessments are made against the key substantive and disciplinary knowledge, taken from the knowledge organiser for each unit of work in Key Stage One. In Year R, children are assessed against the EYFS checkpoints for Expressive Arts and Design.

Impact:

Pupil interviews show that children at Court Lane Infants enjoy D&T. They develop resilience, resourcefulness and take risks through the opportunities we provide. They are proud of the high-quality products they make, and are increasingly reflective when considering the success of their products. Evidence of the children’s Design and Technology learning is recorded through photographs and videos on Tapestry, as well as in topic books or folders where appropriate. The subject leader carries out termly monitoring, with the aim of ensuring provision is engaging, progressive and accessible for all.

Regular meetings with other Design and Technology subject leads from across the Academy Trust also enable a strong overview of Design and Technology and ensure collaboration across all Key Stages, further strengthening the subject across the Academy Trust, and at Court Lane Infant School.