



River View Nursery and Primary School

DT Policy

River View Primary and Nursery School
Design and Technology Policy 2021-2024

At River View Primary and Nursery School, we value Design and Technology as an important part of our children's curriculum. Design and Technology provides our children with opportunities to take risks and to develop resilience and innovation.

Aims

At River View Primary and Nursery School we fully support the National Curriculum by providing opportunities for our children to:

- ♣ 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

At River View Primary and Nursery School we use the Prospectus scheme to support our curriculum planning and planning is mapped out week-by-week for the academic year. Teachers must follow the long term plan to ensure all Design and Technology objectives are met as children progress through the school. The skills and knowledge that children will develop throughout each topic are mapped across each year group to ensure progression. The skills matrix is available for all to view on the school website.

Health and Safety

All children will be taught how to care for and handle equipment and tools safely and with respect. Any tools children use for Design and Technology are carefully

selected by the Classroom Teacher to ensure they are appropriate for the age range and individual needs of the children. Children will always be closely supervised when using tools in the classroom. Pupils will be made to wear protective clothing when using wet media, e.g. glue, clay, plaster.

Children and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food. All jewellery should be removed, and hair tied back.

Assessment

Pupils will be assessed, using the end of key stage descriptions. Teaching staff are responsible for tracking the progress children make in Design and Technology using Classroom Monitor, this should be updated when Design and Technology is taught.

Early Years Foundation Stage

Design and Technology is laced throughout our Early Years curriculum. Children in Reception and Nursery have opportunities to build on their design and technology skills through structured and open-ended activities. Their progress is tracked against the Early Years Foundation Stage profile and activities are planned to meet their individual needs.

Key Stage One

Our pupils will be taught:

Design

- ♣ Design purposeful, functional, appealing products for themselves and other users based on design criteria
- ♣ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- ♣ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- ♣ Explore and evaluate a range of existing products
- ♣ Evaluate their ideas and products against design criteria

Technical knowledge

- ♣ Build structures, exploring how they can be made stronger, stiffer and more stable
- ♣ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Key Stage Two

Our pupils will be taught:

Design

- ♣ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ♣ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ♣ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ♣ Investigate and analyse a range of existing products
- ♣ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

♣ Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

♣ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

♣ Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

♣ Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

♣ Apply their understanding of computing to program, monitor and control their products.