

CLIFFORD CHURCH OF ENGLAND
INFANT SCHOOL

POLICY STATEMENT FOR DESIGN AND TECHNOLOGY

To be Reviewed : November 2018

Reviewed by: D Gage

Rationale

Design and technology is taught through topic work by all the staff.

Aim

We include design and technology within our curriculum because we believe it will:-

- bring relevance to pupils' learning and enhance motivation;
- make abstract concepts (such as force and energy) more meaningful;
- highlight considerations such as economic and aesthetic, which enter into product design;
- increase awareness of, and competence in, an increasingly technological society;
- foster creativity and disciplined imagination;
- encourage logical thinking and problem solving skills and strategies;
- provide opportunities to reduce role distinctions between boys and girls.

Objectives

We are going to achieve these aims by providing a learning environment where children can or are:-

- well motivated;
- on task and remain on task;
- work at an appropriate pace to make progress;
- build on previous knowledge and understanding;
- develop new understanding;
- new skills can be acquired and practised;
- use correct vocabulary;
- solve problems/share outcomes;
- work independently when required;

- ask relevant questions;
- use equipment appropriately;
- communicate effectively with each other, other groups, and teacher or outside audience;
- produce good quality work with pride;
- be clear about the purpose of the activity and final outcome;
- develop ideas and prototypes.

Children learn through 'hands-on' activities, to do this will ensure they have opportunities to experience the following forms and mediums of work:-

- **by investigating**, ie. collecting data, using kits;
- **by researching**, ie. developing questionnaires;
- **by problem solving**, ie. involving an outside organisation;
- **by modelling**, eg. using IT/kits/materials;
- **by planning**, eg. identifying design critical purpose;
- **by recording**, eg. drawing before/after/during;
- **by evaluating their work**, eg. work of others, existing products.

National Curriculum Reference

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. - National Curriculum, 2013

Curriculum Area and Planning

It is each teacher's responsibility how they teach their design and technology, as long as there is coverage of all the National Curriculum requirements, or Early Learning Goals.

Individuality and Differentiation

The nature of technology work allows each child to work at their own level and develop their skills, individually and while working with others. When the child is working alone, every effort will be made to adjust the activity to suit the child's needs and expectations. Wherever in-group activities, children will work in mixed ability groups so children can support, and have consideration for, each other.

SEN

Technology is an ideal opportunity for those children with Special Educational Needs to excel and as a way of assessing areas of strength.

Resourcing

Packaging products and application - packaging from home ideally with a letter asking for parents' help.

Structures - construction equipment in the hall.

Food - resource-based in the baking room.

Control/mechanisms/movement - all apparatus within central storeroom.

Textiles - equipment for sewing in stockroom, textiles and fabrics in hall cupboards.

Every opportunity should be made to bring in parents, outside agencies and helpers with the necessary skills.