



West Hove Infants- 'Aim High and Smile'



Curriculum Overview for Design and Technology

Our Design and Technology curriculum allows children to use and develop their creativity and imagination alongside their practical skills and technical knowledge, to design functional, purposeful products. We hope to inspire them to be the designers of tomorrow!

The children will gain experience of working with a range of materials, from paper, card and reclaimed materials, to food, wood and textiles. They will learn to use simple tools carefully and safely, and will develop an understanding of simple structures, mechanisms and nutrition. We aim to develop children's passion for designing and making, and inspire them to see what an important, innovative and cultural role designing has in our society. D&T lessons are an excellent opportunity for children to apply their skills of problem-solving, team work, creative and critical thinking, in a cross-curricular way. The design projects will be set in different contexts from YR to Y2, whilst still allowing children to improve their basic skills and develop and apply their knowledge and understanding, from one project to the next. Children of all abilities and levels of experience will be able to access the curriculum, with support put in place for individual needs, and challenge for all children at each stage of their learning.

In the Early Years Foundation Stage (EYFS) children will carry out one focused design task each term although the skills involved in D&T will be explored and developed in an ongoing and cross-curricular way within the independent learning environment. In Key Stage 1 children will undertake one design and technology project each term where the lessons are carried out in a block of about three weeks. They will be set the task of creating one useful product, which has a clear purpose and a target user. In order to do this they will need to **evaluate** existing products made by others, communicate their **design** ideas, and develop the practical skills that they need to **make** their design. All tasks are based within the context of the termly topic, ensuring a meaningful approach where children can apply knowledge and skills from other areas of their learning. Wherever possible, visits/visitors working in design-related professions can be sought to enhance children's learning. All learning will be active and will follow the school's learning model. Children



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will be involved in ongoing self and peer assessment throughout the learning process, supported by their teacher. They will be introduced to key subject-specific vocabulary, and encouraged to use this vocabulary when discussing their work. Children will have opportunities to practise their D&T skills in Home Learning projects and an after-school construction club.

Our children will have been able to achieve confidence and enjoyment in D&T. They will gradually improve and master essential skills, and develop a broad base of knowledge and understanding by the time they reach the end of Key Stage 1. Children will be able to self-assess their own progress and achievements, and teachers will record the children's attainment. In EYFS teachers assess using the Expressive Arts and Design (EAD) and Physical Development (PD) statements in 'Development Matters.' In KS1 teachers assess children using the attainment targets in the National Curriculum. The subject Leader for D&T will collect and monitor this subject data, and will monitor and review samples of the children's work.