



Learning happily together

Design and Technology Subject Intent

At Lowe's Wong Infant School Design and Technology is used as a tool to develop inquiring minds. It is an inspiring, rigorous and practical subject where children learn to take risks and think independently to become resourceful, innovative, enterprising and capable citizens.

Throughout EYFS and KS1, we provide children with opportunities to use creativity and imagination to solve real and relevant problems within a variety of real-life contexts linked to the Enquiry Theme. Children are encouraged to express ideas, ask and answer questions in order to create and make inspiring designs and purposeful, functional products following design briefs. They learn how to communicate effectively and explain their ideas through discussion and drawing. This will help to cultivate inquiring minds and create positive attitudes to learning which will in turn, build the children's confidence and resilience. Children learn making skills by learning how to cut accurately, join items and use a variety of media to create functional products. They will have opportunities to create products using mechanisms such as wheels and axles, sliders and levers.

During their time at Lowe's Wong Infant School, children will have regular opportunities to learn and develop their skills in Food and Nutrition. They will learn about the Eatwell Plate and the importance of a healthy diet and lifestyle. Learning to prepare food is a crucial life skill that will enable children to feed themselves in later life so children will learn how to cut and chop safely and prepare foods in a safe environment.

Subject Implementation Plan

Timetabling

A Design and Technology learning sequence is taught each term in Key Stage 1, with the timing of units outlined in the Long-Term Plans. In Year 1, pupils also have access continuous and enhanced provision activities, where they encounter challenges designed to enrich and extend their learning during "Explore and Investigate" sessions. In the Early Years Foundation Stage (EYFS), pupils receive targeted teaching and learning opportunities during lessons, alongside continuous access to construction and junk modelling during their "Explore and Investigate". Pupils also participate in regular one-to-one sessions to develop both motor skills using a range of media. Children all have Food Technology taught as part of Design and Technology.

How Design and Technology is taught

In EYFS, Design and Technology is delivered through planned, purposeful play, incorporating a balance of adult-led and child-initiated activities in alignment with the Early Learning Goals.

In Key Stage 1, the National Curriculum is implemented through carefully sequenced blocks of teaching, connected to the Enquiry Themes to provide coherent and progressive learning experiences.

Each lesson includes dedicated time for children to tidy and clean their workspaces, ensuring equipment is returned and waste is disposed of appropriately. This routine supports the development of resilience, responsibility, and independence. Year groups follow parallel activities to maintain consistency and provide equal learning opportunities. Where individual gaps or specific needs are identified, adaptations are made to ensure all children can access the curriculum effectively. Key vocabulary and

core knowledge are shared with parents and carers through "sticky knowledge" sheets, distributed at the start of each half term when Design and Technology serves as either a driver or an enhancer within the curriculum.

Resources

Resources are kept in the storeroom in the Sunshine Room, behind the curtain in Gold Room and in the cupboard in the gallery. Recycled materials should be used as often as possible. There is a selection of non-fiction books in the library and staff can order extra books through the Education Library Service.

Marking, feedback and assessment

Designs and written evaluations are assessed using the RAG-rated system and included in the Enquiry books. Where appropriate, written comments may be provided to highlight vocabulary usage or to extend knowledge.

Constructive and meaningful verbal feedback is given for practical work, both during and after the building process. Teachers in KS1 use their marking, informal observations and discussions with the children to complete a data drop at the end of each term on the Excel Assessment tracker. Photographs of practical creations will be taken and included in the Enquiry Books or in the Floor Book alongside the relevant learning objective. Foundation Stage teachers use their marking, informal observations and discussions with the children to complete a data drop at the end of each term on Scholarpack. The data for ELG 16 "Creating with Materials" and ELG 17 "Being Imaginative" will be monitored by the Art and Design Lead and findings shared with staff.

The same assessment and feedback procedures apply to Food and Nutrition activities.

Recording work

In KS1 children record their Design and Technology work in their Enquiry books or in the class floor book. Each piece of work has a date and a clear learning objective. The learning objectives include knowledge and skills.

Design and Technology work recorded in the class floor book has appropriate annotations by the children or staff.

In EYFS much of the recorded work will be photographs in their Learning Journey books with annotations to show the children's understanding.

Learning Environment

The children feel safe to try out new things and investigate processes. They are allowed to make mistakes. The classroom is a place where children can practise, develop and refine ideas. Children are encouraged to question their design and thinking to see how they can improve a product or mechanism.

Health and Safety should be of paramount importance when completing practical activities. Children should be taught how to carry and use scissors – a risk assessment has been completed and is held in the Design and Technology H&S file in Orange Room. When other tools are used teachers should be aware of the risks, e.g., if children use a hacksaw, then they should be supervised. Risk assessments for use of tools and apparatus are kept in the H&S file in Orange Room.

Equality and Diversity

All children have access to a diverse DT curriculum with extra adult support where necessary. All PowerPoints and resources should represent people from a variety of backgrounds and cultures, and all children should be given equal and equitable opportunities.

Curriculum Enrichment

All Design and Technology activities should be meaningful, relevant and linked to the Enquiry Theme. Links should also be made to other parts of the curriculum where appropriate.

SEND

All children have equal access to the Design and Technology Curriculum through quality first teaching. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy.

Some examples of this are:

Allow sufficient time for the children to talk through and share their ideas (with an adult when available or through talk-partners)

Discuss and display key vocabulary together with its meaning in the classroom - practise saying it together and refer to it regularly during the lessons.

Use visual aids where appropriate to help learners to identify equipment, materials and products. Introduce each piece of equipment – name it, explain what it does, and model how it can be used or applied.

Take time to model and demonstrate each element of a process to allow learners to develop their understanding through a step-by-step approach. Repetition of the process is required to maximise the capacity to build up conceptual understanding.

Allow for movement breaks for those who have additional sensory needs or struggle with attention to give them time to self-regulate. These learners could be given jobs such as handing out resources.

Use alternative methods to record children's knowledge.

Additional adults may be used to provide scaffolding if appropriate.

Behaviour

Children are expected to demonstrate good sitting, good looking, and good listening. They are expected to refrain from touching resources until instructed, focusing instead on the exposition and guidance provided. During practical activities, pupils are expected to treat one another, as well as all tools and materials, with respect. They share resources willingly and offer help to peers when needed. Children will be taught how to use the equipment and tools sensibly and how to look after the equipment. Children are expected to follow instructions carefully when learning new skills, while being encouraged to show creativity and to apply their best effort when producing their designs or models.

Depending on the Design and Technology activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. Good behaviour will be rewarded in line with the school's behaviour policy. It is expected that teachers will respond to any misbehaviour promptly during Design and Technology lessons by following the school's agreed behaviour policy of warnings, reflection and time outs.