



## **Design and Technology Intent, Implementation and Impact in Suffield Park Infant and Nursery**

### **Intent**

At Suffield Park Infant School, we recognise and value Design and Technology as an integral part of a broad and balanced curriculum. Through relevant and meaningful projects, the children are challenged to use their problem solving skills to find solutions to real life situations. Our goal is that our children will apply their developing knowledge and skills within construction play and their wider experiences. Through the designing process we encourage the children to consider their needs and those of others, so that their learning has purpose and relevance. For the making process, this includes age appropriate food preparation and safe use of construction tools. As a school we promote thoughtful choices in the materials selected for construction projects and many of our topics have a “reduce, reuse and recycle” ethos. Our lessons encourage children to explore creative ways to achieve a goal and to see problems encountered as an opportunity for new and purposeful learning to be achieved. This resilience and creativity is the key to the children engaging fully in design and technology principles. Through group projects, ideas are shared, problems solved and goals are met together. Our seaside location provides the perfect opportunity to see how landscapes influence local construction from material use to building design. This includes having first-hand experience of the unique functions of buildings such as the lighthouse and the lifeboat station.

### **Implementation**

In the Early Years, the Development Matters areas of Physical Development, Expressive Arts and Design and Health and Self Care provision underpin our Design and Technology provision. Our Early Years Practitioners support learning through demonstration, vocabulary rich discussion and enabling play environments.

In Key Stage 1, Design and Technology is taught following the aims and content of the ‘National Curriculum’ on a rotation with Art and Design, every other half term. It is taught as a discrete subject but it is also integrated into other curriculum areas to create meaningful topic based learning opportunities. Lessons are delivered in a multisensory way with visual, verbal and practical teaching strategies employed. We recognise that prior learning is the foundation for skill progression and explicit links are made between areas of learning including a specific link to the Art and Design curriculum. This allows children to

make connections between skills acquired in both areas. Key terms and meanings are presented by making them part of their “environmental print” in the classroom.

As the children move through school, they revisit concepts with increasing levels of depth. They are encouraged to use the library and technology to engage in topic research. This includes the expectation that the children will use key vocabulary in discussions as well as develop and refine practical skills. We recognise that our staff and community volunteers are role models for our children. This includes visits from community members whose occupation or passion can inspire children to develop their own interests and areas of enjoyment.

### **Impact**

To foster confidence, creativity and enjoyment for Design and Technology in our pupils and the school community

For all children to acquire the age appropriate related knowledge and skills linked to the Design and Technology curriculum at the end of Reception EYFS and Key Stage 1

Children will develop the willingness to take creative risks in order to produce innovative ideas, through their design and ability to evaluate their outcome.

Children will be confident in selecting and using a range of materials in their work and can explain reasons for their choices.

Children will develop the ability to use a wide range of techniques for construction, food preparation and invention.

Children will know about the work of designers, describing the differences and similarities and make links to their locality and their own work.