

Rationale for Design and Technology/ Expressive Art and Design (EAD)

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early Years foundations stage (EYFS) statutory framework. To support the Early Years development, we use the Birth to 5 matters non-statutory guidance.

Intent:

At Bramley Infant & Nursery School our vision for design technology (DT) is that all children have the opportunity, through 'hands on experience' to be creative and design in a varied way. Our curriculum aims to inspire creativity, imagination, risk taking, innovation and a critical understanding of the impact of design technology on daily life and the wider world. Through DT, we encourage children to become independent, creative problem solvers and thinkers both as individuals and as part of a team. Our curriculum provides opportunities for children to design, create and reflect on their DT work. Children design and make products that solve real and relevant challenges considering their own and others' needs, wants and values whilst enabling them to use and apply skills from other disciplines including mathematics, science, engineering, computing and art.

Implementation:

Teachers plan using our overview of curriculum planning and our skills progression to create their medium term learning journeys therefore ensuring they are building upon children's previous learning.

When creating weekly planning, teachers will use their learning journey to ensure small steps of learning are followed sequentially.

Throughout the wider curriculum children's understanding of DT and its relevant vocabulary is linked to other curriculum subjects, including art, looking at structure and form; maths with a focus on shape, space and measure and science including use of materials.

DT may be taught through a whole class session or through specific activities. In EYFS teachers will look at both creating with materials and being imaginative and expressive when planning. This may be delivered through some short whole class/group teacher modelling or continuous provision activities which children can independently access and explore.

In order to ensure children demonstrate their ability to 'know more, remember more, and understand more' pupils will explore and record their knowledge and understanding in a range of ways, these include but are not limited to using a variety of materials to produce individual or group products; discussions and evaluations; presentations of outcomes; pupils response and preferences to their and others' work.

Teachers and teaching assistants throughout the school, support the children through questioning, which encourages use of recall, key vocabulary and also extends and challenges their DT learning.

Staff will assess children's development and progress using observation and moderation of children's work. Pupil voice also supports teachers' assessment.

Impact:

By the end of Key stage 1

Children have a greater understanding of the process required when designing and are able to talk through each stage with increased confidence.

Children are reflective learners and use evaluative skills to review their DT work.

Children confidently communicate their ideas in a variety of ways, for example, by talking, drawing or through IT.

We will be able to see that the children know, remember and understand more in DT, through evidence in their class work, high quality DT work displayed around the school and pupil voice.

Children will also be able to recall prior learning and apply it.

Children will then start their next year of learning with the necessary skills and knowledge to build upon.