

Crosscrake CE Primary School

Our School promotes 'Friendship & Learning' underpinned by the Christian values of kindness, perseverance & hope.

*Jesus said, "I have come that you may have life; life in all its fullness"
John 10:10.*

Design Technology Policy.

Design and Technology is taught in accordance with the requirements of the National Curriculum [click here for NC D&T](#)

Intent

We intend is to prepare our pupils to engage themselves in and participate in our technological world as discriminating and informed users and innovators of products. Pupils are encouraged to become autonomous and creative problem solvers as individuals and members of a team. They will be given opportunities to look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They will develop practical skills combined with an understanding of aesthetics, social and environmental issues, function and industrial practices and reflect on and evaluate past and present design and technology, its uses and effects.

Implementation.

This is achieved by helping children to;

- develop their designing and making skills;
- develop knowledge and understanding;
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- nurture creativity and innovation through designing and making;
- explore values about and attitudes to the 'made' world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- develop language and communication skills through questioning, describing, explaining

Impact

In the Foundation Stage we aim to build on experiences gained before joining school, by achieving those Early Learning Goals relevant to Design and Technology;

- investigate objects and materials by using all of their senses as appropriate;
- find out about, and identify some features of, living things, objects and events they observe;
- look closely at similarities, differences, patterns and change;
- ask questions about why things happen and how things work;
- build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary;
- select the tools and techniques they need to shape, assemble and join the materials they are using;
- find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning;
- observe, find out about, and identify features in the place they live and the natural world;
- use a range of small and large equipment
- handle tools, objects, construction and malleable materials safely and with increasing control
- explore colour, texture, form and space in 2D and 3D
- respond in a variety of ways to what they see, hear smell, touch and feel
- express and communicate their ideas, thoughts and feelings in a variety of ways

During key stage 1, pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating

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objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.

By the end of key stage 1, most children will be able to:

- use a range of materials to design and make simple products;
- select materials, tools and techniques and explain their choices;
- understand simple mechanisms and structures;
- measure, assemble, join and combine materials in a variety of ways using basic tools safely;
- investigate and evaluate simple products, commenting on the main features.

During key stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

About design and technology in the National Curriculum

By the end of key stage 2, most children will be able to:

- use knowledge and understanding of a range of materials, components and techniques to design and make quality products;
- evaluate work as it develops and, if necessary, suggest alternatives;
- produce designs and plans which list the stages involved in making a product, and list tools and materials used;
- accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and others;
- understand the use of electrical and mechanical systems and more complex structures;
- evaluate what is or is not working well in a product.