PARKLANDS INFANT AND NURSERY SCHOOL
SUBJECT ON A PAGE : Design & Technology

Intent: Our aims for Design & Technology

Here at Parklands, Design and Technology is an inspiring, rigorous and practical subject. We encourage children to solve problems creatively, both as individuals and as members of a team. Resilience is a key theme running through our DT curriculum, and the children are encouraged to become innovators and risk-takers. We provide opportunities for children to use their creativity and imagination, and to design and make products that solve real and relevant problems within a variety of contexts. We also aim to make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate their designs. We aim to link work to other disciplines such as mathematics, science, engineering, computing and art. This gives learning purpose and relevance to the children.

Impact: How we know we have been successful

Children learn how to take risks, becoming resourceful, innovative, enterprising, and capable. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.

SEND

Cognition & Learning – greater emphasis on modelling and scaffolding, videos to share expectations using step by step sequences, smart pairings/groupings, build in repetition & retrieval, repeated practise of techniques used to make products

Communication & Interaction – gesture and visual cues, pre-teaching of new vocabulary prior to the lesson (focus on key vocabulary), additional time to discuss the answers to questions and evaluate work with their peers.

Social, Emotional & Mental Health – Working in a small group with a trusted adult for emotional support, pre-teaching and discussing the responses to the work, praise the small steps and showcase their work – be proud.

Physical & Sensory - avoid conflict/sensory overload with resources/manipulatives, provide an effective way for a child to communicate any distress, consider how textures / foods might lead to sensory overload.

Implementation: How we deliver it.

Planning: Planning completed as a whole school with DT Lead having an overall view of sequencing and progression

Recording: Challenge books, photographs, videos, models and

Vocabulary: Key vocabulary is carefully mapped across medium term plans, and progressive across each year group. Vocabulary also shared and reinforced on the whole school display for DT.

Assessing: On-going formative assessment – children are assessed against the learning objective and success criteria for each DT lesson. Notes, feedback sheets and observations should be used to inform next steps and future planning. Self and Peer Assessment - Children use a smiley face system to show to what extent they feel they have met the learning objective. Summative Assessment/Review feedback sheets, away from the point of teaching, also supports teacher assessment

Making Links: Key skills and key knowledge for Design and Technology have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life examples of structures, mechanisms, textiles and food technology.

Retrieval Practice: Key knowledge is embedded through retrieval pratcise activities. These happen throughout the lesson and can take the form of quizzes, questions, photographs to discuss, examples of work to share etc.

Data

Nursery Autumn 24/25	74% expected
Reception Autumn 24/25	88% expected
Year 1 Autumn 24/25	% expected
Year 2 Autumn 24/25	70% expected

Wider Opportunities

Enrichment: Whole school DT / STEAM Christmas competition in liaison with the DT hub at Trent College (judged externally)

Community Links: Year 2 visit Wilsthorpe School to experience use of their kitchen and food tech resources.

Opportunities for Stakeholders: DT Lead attend DT hub and associated networking opportunities,