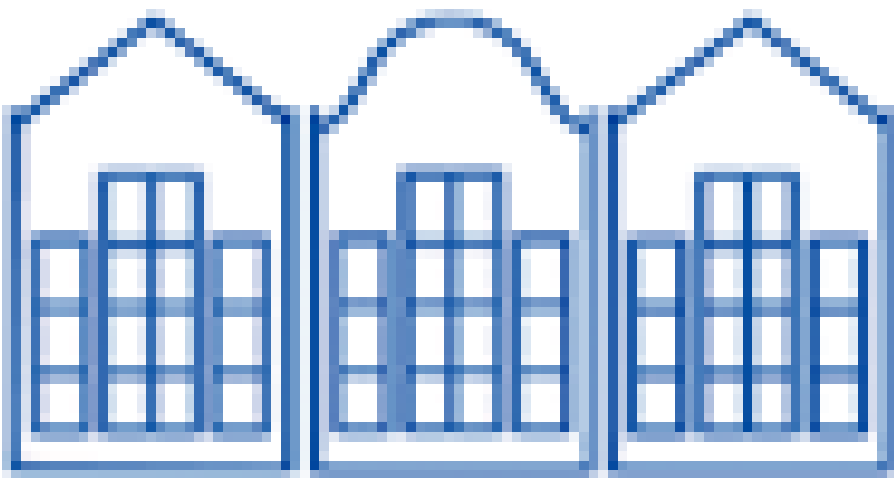


Design & Technology at Chilvers



Design Technology at Chilvers

Vision

We want our children to enjoy STEM learning and feel confident when using design and technology methods and processes throughout their education. We would like all pupils to understand how valuable these roles are in providing products and solutions in the world around us.

Intent

Our Design and Technology curriculum promotes curiosity and empowers our children to become independent and resilient learners. At Chilvers Coton, we provide memorable Design and Technology lessons that will develop their Design and Technology capital and prepare them for the next stage in their education.

Children experience a wide variety of Design and Technology opportunities in well planned exciting lessons. We have specialist visitors to school throughout the year to enhance our curriculum.

We offer lunchtime and after school clubs that focus on developing key skills in Design and Technology.

Implementation

The Design and Technology curriculum has carefully planned learning opportunities which ensure in each year group there is a progression of skills, understanding and knowledge. From entry into school the children are given a rich diet of technological experiences.

Our Nursery and reception children are engineers and architects as they explore construction materials and make junk models.

As children progress, products are evaluated, assembled and disassembled to help children make informed choices in the products that they design and make. Textiles are used in Year 1 to create their own puppets and Year 2 make their own unique replica of a hot air balloon!



Design Technology at Chilvers

Organisation and Planning

EYFS

Throughout Nursery and Reception, the children are shown how to use simple tools safely and appropriately (hole punchers, scissors, tape dispensers etc). Children are given time to explore a variety of media. The children are encouraged to develop and explore their skills through the continuous provision provided within the setting.

Key Stage 1

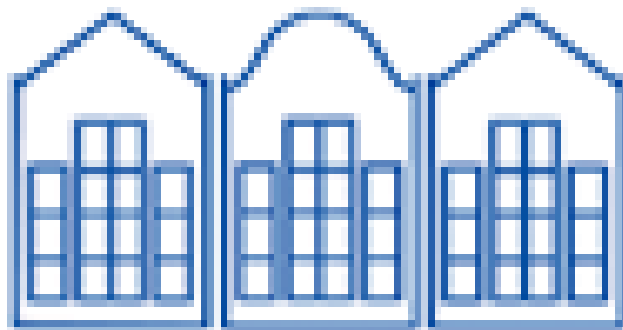
At Chilvers Coton Community School and Nursery, we use the National Curriculum (2016) for the basis of our Design and Technology planning. These have been amended and adapted to suit our school and our own knowledge of our local area. The Programme of Study identifies what opportunities will be provided to children in order to develop their Design and Technology skills. It highlights what assessment opportunities there will be throughout each child's learning journey. Each unit of work is taught in blocks during 'Topic' time. The unit is split into sessions, which details the range of activities taught including all aspects of the design process- designing, making and evaluating. Each unit is evaluated and shared during Year Group meetings. Teachers use target tracker and assessment sheets to assess children's understanding.

Progression of Skills

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:

- An increase in knowledge, skills and understanding.
- Moving from familiar to unfamiliar contexts.
- Tackling problems, which demand more complex or difficult solutions.

The rate of progression will, of course, vary from child to child and has to be considered when planning the teaching and learning situations.



Design Technology at Chilvers

Equal opportunities

At Chilvers Coton Community School and Nursery, we are wholly inclusive and committed to supporting the progress and development of every child in our school. The Equality Act (2010) gives us a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality. All children have the opportunity to reach their full potential in DT regardless of gender, race, disability and faiths. Resources should be chosen to reflect the equal roles of men and women, social and economic diversity and the fact that we live in a multicultural society.

Children with SEND

At Chilvers Coton Community School and Nursery we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of a minority of the children require consideration beyond that given to other pupils (a Special Educational Need).

Government Legislation dictates the framework within which the school operates (the Special Educational Needs Code of Practice 2015, the Children's and families Act 2014), and further guidance is provided by both the Government and Local Authority. The practical nature of DT lessons create an opportunity for DT to be inclusive to our pupils and children with SEND show skills and talent in DT.

Resources and Visits

The Design and Technology leader keeps the staff informed of new developments and new resources via INSET days and attendance at Year Group Meetings. The Design and Technology leader ensures equipment and resources are tidy and in good working order. The leader is responsible for replenishing stock as necessary – within budget.

Most Design and Technology resources are stored centrally. Potentially dangerous tools, adult use only – e.g. the glue guns are located in the art cupboard (staff access only). All adults must be aware of the potential dangers of these tools and always use them safely, for more details, consult the Health & Safety policy.



Design Technology at Chilvers

Every classroom is equipped with basic Design and Technology equipment – sellotape dispenser, dispenser for masking tape, scissors, string, paper clips, wool, glue, glue spreaders, stapler for children, hole punching, card, paper of various sizes and quality, shape templates, felt-tip pens and paint. Food technology resources are located in the Harbour room. Food technology lessons can take place in the Harbour room and children do not have access to this area unless accompanied by an adult.

Assessment, Reporting and Recording

Children and their work are continually being assessed as skills, knowledge and understanding develop. The assessment may be oral, pictorial, including photographs, or an observation in a class or group activity. At the end of each topic, teachers update their assessments, to indicate if the child has achieved the expectations. Evidence is retained in the form of written, pictorial, photographic or the actual product. Attainment data is analysed and regular feedback is provided to inform on progress and future actions to the Senior Leadership Team. Parents are kept informed of children's progress in DT through their annual Summer term report and have the opportunity to meet the teacher to discuss the report.

Impact

We strive for every child to achieve their full potential in Design and Technology, develop a love of Design Technology, be ready for their next stage in learning and inspire aspirations for the future career paths.

We want all of our children to have no limits to what their ambitions are and grow up wanting to be teachers, architects, engineers, graphic designers, chefs, nutritionists or carpenters. The children enjoy STEM learning and feel confident when using design and technology methods and processes throughout their education. The children gain an understanding of how valuable these roles are in providing products and solutions in the world around us.

At Chilvers Coton Infant School, we are Design **Technology Enthusiasts!**

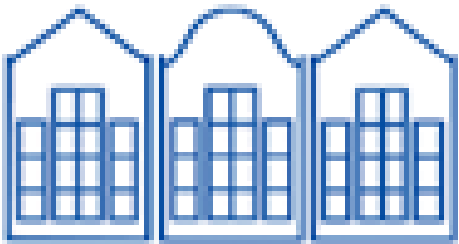


Design Technology at Chilvers

Resources we use



Design Technology at Chilvers



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If you need any
further
information about
Design Technology
at Chilvers please
ask Mrs McDonald
our Design
Technology Leader

