

# St Francis of Assisi Catholic Primary School



## DT POLICY

### Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school  
We try, everyday, to follow Jesus' commandment 'Love one another as I  
have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our responsibility for it

We encourage in each other a love of learning

We rejoice in each others' uniqueness

We place prayer and worship at the centre of everything we do

We are a community of love dedicated to God

Our school is somewhere We can grow together

## School Curriculum Intent

At St Francis of Assisi Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement, 'Our School Is Somewhere We Can Grow Together'. We deliver an engaging and challenging curriculum for every child that attends our school. The National Curriculum forms the foundation for all learning, which has been carefully sequenced to ensure that all children, in particular the disadvantaged and those with Special Educational Needs, are exposed to the richest and most varied opportunities that we can provide. We have ambitious expectations and will support the spiritual wellbeing of each child by instilling the knowledge, skills and understanding that they need to be aspirational, successful young people, who are confident and well-rounded in an ever-changing world.

### **Intent**

At St Francis, our design and technology curriculum is designed to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of challenging and engaging design and technology plan, children combine practical skills with an understanding of aesthetic, social and environmental issues, in order to design and make a product. Evaluation is an integral part of the design process and allows children to adapt and improve their product, which is a key skill needed throughout their life. The Design and Technology program helps all children to become discriminating and informed consumers and potential innovators. We feel that the teaching of food and nutrition is of great importance and holds great relevance in current times. For this reason, children will study a food and nutrition unit every year to secure an understating of how to prepare a varied and healthy diet. In addition to cooking and nutrition, children will explore a variety of areas throughout their time in primary school including mechanical systems, structures, textiles and electrical systems.

### **Implementation**

At St Francis, our design and technology curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress. All year groups implement and adapt from the Kapow Primary scheme of work which enables pupils to meet the end of key stage attainment targets in the National curriculum. EYFS (Reception) units provide opportunities for pupils to work towards the Development matters statements and the Early Learning Goals.

All teaching of design and technology follows the technology, design, technology/make and evaluate cycle. The design process is relevant in context, to give meaning to learning. While making, children are given a choice and a range of tools to choose freely from. When evaluating, children evaluate their own products against a design criterion. Each of these steps are rooted in technical knowledge and vocabulary. All aspects of the process include a focus on environmental and local impact through sourcing recycled and reused resources for projects. Challenging questions and reflections should be used at each stage as well as in the evaluation process which will allow children to progress from exploration to mastery.

## Aims and Objectives

Design and technology is a practical subject that allows children to think creatively, develop problem solving skills and become more autonomous as individuals and as part of a team.

Our aim is to provide children with a rich and enjoyable experience of design and technology, in which they can acquire and develop their own designing and making skills in line with the new curriculum and our school's learning skills initiative. The objectives in teaching design and technology are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to think and talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques to make quality products, whilst following safe procedures;
- To use and explore a range of materials, resources and equipment;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, their manufacture and their contribution to our society;
- To research and evaluate existing products with an understanding of the audience and purpose;
- To foster enjoyment, satisfaction and purpose in designing and making things;

## Teaching and Learning Style

Through a flexible curriculum, the school uses a variety of teaching and learning styles in design and technology lessons. All year groups implement and adapt from the Kapow Primary scheme of work which enables pupils to meet the end of key stage attainment targets in the National curriculum. EYFS (Reception) units provide opportunities for pupils to work towards the Development matters statements and the Early Learning Goals.

The principal aim is to develop children's knowledge, skills and understanding in the subject. Teachers ensure that children apply their knowledge and understanding when developing ideas, during planning and making products and when evaluating them. This is done through a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources. Teachers ensure that learning opportunities are provided for all children by matching the challenge of the task to the ability of the child.

This is achieved through a range of strategies such as:

- Setting common tasks that are open-ended and can have a variety of results;
- Providing a range of challenges through the provision of different resources;
- Grouping children by ability and setting different tasks for each group;

- Using additional adults to support the work of individual children or small groups;
- Providing support and opportunities where individual children have particular gifts or talents.

### Design and Technology Curriculum Planning

Design and technology is a foundation subject in the National Curriculum and our planning is mostly cross-curricular, therefore linked to the specific curriculum of our school. We might use the local environment or a current theme or topic as the basis for the required skills which are taught as part of the flexible curriculum. Curriculum mapping forms part of the progression map. Long term planning maps out the visual elements, the range of media and chosen materials and the processes to be developed during each year group. The long term plan will ensure an appropriate balance and distribution of work across each term.

Medium/short term planning encompasses exploring and developing ideas; investigating and making; accessing and appreciating the work of craftspeople and evaluating and developing work and knowledge and understanding. In our school, medium term planning highlights the specific learning objectives and expected outcomes of each project. Activities in design and technology are planned so that they build on prior learning. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the themes so that the children are increasingly challenged as they move through the school. Teachers are responsible for the short term planning of the discrete DT lesson. This must be designed in line with the school policy, progression and long term documents maintained by the subject lead.

### Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help Nursery and Reception children make sense of their world. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of materials, tools and products, developing making skills and handling appropriate tools and materials safely and with increasing control. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking, discussion and decision making. These activities take place both indoors and outdoors, and are designed to arouse the children's interest and curiosity. Throughout the Foundation Stage, activities and opportunities are planned where children can learn through talk, play and their own life experiences.

Children in the Foundation Stage will experience a variety of activities, including:

- Choosing and exploring a variety of materials such as fabric, card, paper, wood, boxes, etc.
- Learning how to use scissors safely and correctly,
- Exploring a variety of joining techniques such as PVA glue, Pritt stick, masking tape, elastic bands, sellotape, treasury tags, split pins, paper clips and string to join materials together,
- Taking part in both cooking and non-cook food activities, learning about the importance of food hygiene,
- Having opportunities to explore creating models using a wide range of construction kits that fit together in a variety of different ways,
- Having opportunities to talk about and explain how they will make / have made their models and to discuss what they like / dislike about it,

- Folding and shaping paper in order to create a range of structures.

### Cooking and Nutrition

As part of their work with food, children will be taught how to cook and apply the principles of nutrition and healthy eating, which links with our Healthy Schools initiative. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

In key stage 1, children will be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes;
- Understand where food comes from.

In key stage 2, children will be taught to:

- Understand and apply the principles of a healthy and varied diet;
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Design and Technology and Inclusion

At our school, we teach design and technology to all children, whatever their ability and individual needs. Design and technology implements the school curriculum policy of providing a broad and balanced education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

### Assessment for Learning

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons, allowing for different learning styles. Children are encouraged to make judgements on ways in which their work can be improved. These assessments will then be used to judge pupils' level of attainment and will inform an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

### Health and Safety

In this subject, it is the teacher's responsibility to ensure a safe working environment and the safety of the teaching equipment should be reviewed regularly. Electrical equipment and knives should only be used under close supervision of the teacher or responsible adult together with the following tools, in general design and technology use:

- Glue Guns, Circle Cutters, Hand Drills.
- Craft Knives, Saws, Hammers, Staplers, Scissors, Safety pins, Children's Sewing Needles.

- Bradawls Drills Rasps.

When working with tools, equipment, materials in practical activities pupils should be taught:

- About hazards and risks and about risk control
- To recognise hazards, assess subsequent risks and take steps to control risks
- To use information to assess the immediate and cumulative risk
- To manage their environment to ensure the health and safety of themselves and others

We teach children how to follow proper procedures for food safety and hygiene. It is the responsibility of the subject leader to pass on any relevant Health and Safety information to staff. It is the individual member of staff's responsibility to ensure that they have read, understood and act on this information.

Reviewed by S Ruprai, January 2024