Design Technology

Design technology

Intent

➢ 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 in order to design and make high quality products.

➢ evaluate existing products and the products they make.

➢ understand and apply the principles of nutrition and learn how to cook.

Implementation

Foundation Stage

Children's development within design and technology follows the Early Years Foundation Stage guidance as part of the Understanding of the World area of learning. In this area of development children will be developing skills in manipulating and joining materials, as well as using simple construction kits, matching, sorting, pattern making and developing relationships with numbers and shapes. This will be linked to current learning as part of the creative curriculum.

Key stage 1

At Stocksbridge Nursery Infant School we follow the learning objectives as set out in the National Curriculum for teaching design and technology. Where ever possible links are made to other areas of learning. Work in science, investigating materials and their uses could be used to enable what we make puppets out of. This approach enables us to reinforce learning.

Design and technology tasks usually follow a process.

1)Investigate:

Children will begin each DT project by investigating existing products e.g. puppets, vehicles, bird boxes, moving pictures

2)Design:

This is the part that develops the idea, based on a theme.

3)Build:

This is the aspect that has a focus on a specific skill or area of understanding– such as wheels and axels.

4)Evaluate:

This part is a reflection on what went well and what might have been improved, for future reference

DESIGN TECHNOLOGY: - NC Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as

mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. 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. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

How can I be an engineer?

Evaluate and explore e.g. I think …. because…. How does this work?

Design and make e.g. Can you make a castle with a moving part? Can you design a puppet for another child?

Use technological vocabulary

https://www.youtube.com/watch?v=D9I35Rqo04E

https://www.youtube.com/watch?v=RM04n0-QtNo