

DESIGN TECHNOLOGY POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: APRIL 2026

POLICY TO BE REVIEWED: APRIL 2027

'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.'

INTENT

Our Design and Technology curriculum aims to nurture curiosity, creativity and early problem-solving skills by enabling children to explore how things are made and how they work. We want pupils to develop confidence in designing and making purposeful products using a range of simple tools and materials. Through practical, hands-on experiences, children learn to express their ideas, make decisions and begin to evaluate their creations. Our intention is to lay strong foundations for innovation, independence and resilience, preparing pupils for the next stage of their Design and Technology learning.

Through fostering creativity and imagination, pupils enhance their understanding of a product to solve real life and relevant problems. They take into account their own and others' needs, desires, and values. Encouraged to envision themselves as engineers, designers, chefs, and architects, students are motivated to set high goals and craft a spectrum of purposeful structures, mechanisms, textiles, and food products.

At Hatfield Peverel Infants and Nursery School, Design & Technology is an integral component of a comprehensive, well-rounded curriculum that builds upon students' previous knowledge and experiences while aligning with our school values. We aim to:

- develop an awareness of the influence of design and technology in our everyday lives.
- foster enjoyment, satisfaction, and purpose in designing and making.
- encourage children to become creative problem-solvers, both as individuals and as part of a team.
- equip children with the competence, skills and confidence when using a wide range of tools, components, materials, and mechanisms to create high quality products.
- provide an environment in which children can work safely and where they will be taught to use skills and tools in a safe and effective manner.
- reflect, critique, evaluate and test their ideas and products and the work of others.
- understand the importance of nutrition and healthy eating when learning how to cook.

IMPLEMENTATION

Our Design and Technology curriculum follows the Kapow Primary progression of skills and knowledge while making full use of continuous provision in the Early Years. In Nursery and Reception, Kapow's play-based exploration activities are embedded within continuous provision, enabling children to develop early technical skills such as joining materials, constructing with different resources and using simple tools safely in a hands-on, child-led environment. As pupils move into Key Stage 1, teaching becomes more structured through Kapow's design-make-evaluate units, where skills are explicitly modelled and vocabulary is systematically introduced. Each unit builds on what children have learned through both continuous provision and prior Kapow projects, ensuring a clear sequence of development. Across the infant phase, pupils have regular opportunities to practise techniques, explore real products and create purposeful items for real users, supported by strong cross-curricular links and practical investigation.

We do this by:

- Regular delivery of design and technology lessons covering all areas.
- Medium term plans reflecting discrete learning and cross-curricular learning.
- Providing opportunities to teach design and technology lessons in the outdoor garden.
- Children to have access to a range of tools and materials.
- Group projects to be planned as well as individual projects.
- Providing key words in lessons to extend vocabulary and understanding.
- Developing children's understanding that it is a whole process rather than just about a finished product.
- Looking at a wide range of accomplished designers, the skills and tools in which they use and the way in which they came to their final product or design.
- Using careful, open ended questioning from adults allowing children to consider why they have chosen a certain method or material and what they could do to improve it.
- Visits to the school from professionals, linking design and technology to real life contexts such as an engineer, chef or an architect.
- Referring to our school DT progression of skills map which has been developed to allow for consistency and progression from year to year.
- Following KS1 units of work covering food technology, materials, textiles, construction and mechanics.
- Teaching children how to safely use and explore a variety of materials, tools and techniques in EYFS.

EQUALITY OF OPPORTUNITY

It is the responsibility of all staff to ensure that all children are treated equally. We take every measure to ensure these needs are addressed.

Please refer to the school's Equality Policy.

SEN

We ensure inclusion by providing accessible resources, adapting activities to meet diverse needs, and valuing every child's ideas and contributions. Through supportive teaching and a nurturing environment, all pupils develop confidence, curiosity, and the skills to design and make with purpose.

DESIGN AND TECHNOLOGY PLANNING

NURSERY

Planning in Nursery DT ensures that children experience a rich range of exploratory, hands-on opportunities that build early problem-solving, creativity, and confidence. Activities are shaped around children's interests, with adults modelling skills, introducing new materials, and supporting purposeful play. Planning remains flexible and inclusive so that every child can participate meaningfully, with environments and resources adapted to meet diverse developmental, sensory, and communication needs.

EYFS

Our Design and Technology curriculum follows the Kapow Primary progression of skills and knowledge and is embedded within continuous provision, giving children frequent, play-based opportunities to develop early technical skills such as joining materials, constructing with varied resources and using simple tools safely. These experiences are aligned with the EYFS statutory framework and the areas of learning, ensuring children explore real products, practise techniques and create purposeful items in a rich, creative environment. Independent design is encouraged through activities such as construction, cooking, threading, moulding, printmaking, collage, sculpture, textiles and 3D design, enabling children to experiment with colour, texture, form and function while developing confidence and curiosity.

KS1

As pupils move into Key Stage 1, teaching becomes more structured through Kapow's design-make-evaluate units, where skills are explicitly modelled and vocabulary is systematically introduced. Each unit builds on what children have learned through both continuous provision and prior Kapow projects, ensuring a clear sequence of development. Pupils have regular opportunities to practise techniques, explore real products and create purposeful items for real users, supported by strong cross-curricular links and practical investigation. Class teachers ensure that design and technology elements are taught throughout the year and that pupils are given the opportunities to use a range of materials, tools and techniques ensuring there is an appropriate balance and distribution of work across each term. These will include cooking, technology, sculpting, printmaking, construction of 3D models and textiles. Our Design and Technology progression map is followed to ensure that there is an increasing challenge for pupils as they move up through the school.

RESOURCES

Resources are stored in the stock cupboard, classrooms, labelled draws in the hallway and the outdoor shed. The staff can contact the lead if they need any resources for a particular activity. The subject lead will review stock each term and an audit will be updated yearly.

HEALTH AND SAFETY

There are a range of risk assessments in place, stored centrally in the school office and in planning files, to ensure activities that could pose a risk are properly managed.

It is the responsibility of teaching staff to ensure they take regard of any health and safety guidance when planning and delivering lessons.

IMPACT- ASSESSMENT, RECORDING AND REPORTING

By the end of KS1, children at Hatfield Peverel Infant and Nursey demonstrate increased confidence, independence and creativity in generating ideas, selecting materials and evaluating their work. They can talk about what they have made and how they made it, showing an emerging understanding of function and purpose. Pupils develop fine-motor skills, resilience and the ability to solve simple practical problems. Our progression in Design and Technology ensures that all children leave the infant phase with a positive attitude towards making and designing, ready to build on their skills in the junior years.

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. At Hatfield Peverel Infant and Nursery School, we believe that our Design and Technology curriculum will give our children a strong foundation of key skills and knowledge in DT, enabling them to develop the confidence and creativity to become the designers of products in our technological world.

Through our broad and balanced three-year curriculum, our children are given the opportunities to explore, discover and develop their skills through practical, hands-on experience, where they evaluate and improve models, products and designs.

- By the end of KS1 pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study.
- All marking should be in accordance with school policy.
- Evidence of the children's achievements is provided through physical work and photographic evidence recorded on Tapestry.
- KS1 teachers complete relevant termly Foundation Subject Tracker grids against National Curriculum criteria to identify children achieving the expectations, or above/below expectations.
- Assessment through climate walks, staff meetings, pupil perception surveys, child initiated observations, work scrutiny, planning monitoring and regular reviews of the learning environment. Teachers will be assessing and evaluating the processes of how children work and the products they make. Self and peer evaluation are an integral part of this process.
- Annual action plan.
- Parents can also monitor children's achievement through displays, twice-yearly

parents' evenings, Tapestry, class assemblies and celebration evening at the end of the year.

VB April 2026