

St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

Design and Technology Policy



Love Learn Pray

Vision

At St Anne Line Infant School, our Design and Technology curriculum reflects our Catholic values of Love, Learn, Pray, supporting every child to develop a practical understanding of the world, while encouraging resilience, reflection, and responsibility.

Love – Cultivate a passion for making, building, and problem-solving by encouraging collaboration, support for one another, and pride in their creations.

Learn – Equip children with technical knowledge and design skills in structures, mechanisms, food, and textiles through a carefully sequenced curriculum. Build resilience in design skills through our school motto, En Magna Constantia.

Pray – Foster opportunities for reflection, considering how design and technology can support well-being, care for others, and stewardship of the world.

Our curriculum also ensures that learning is enquiry-led and book-linked, encouraging pupils to explore, question, and develop ideas through observation, investigation, and reflection. High-quality books provide context and inspiration for each unit, with overarching enquiry questions framing the purpose of learning and lesson-level enquiry questions guiding each session to probe thinking and deepen understanding.

Curriculum Aims

In line with the National Curriculum, our Design and Technology curriculum ensures that all pupils:

- Develop the creative, technical, and practical skills to design and make high-quality prototypes and products.
- Use research, exploration, and evaluation to develop ideas and refine designs.
- Apply knowledge of materials, tools, and techniques with increasing independence.
- Understand basic principles of nutrition and prepare simple, healthy foods.
- Build foundational knowledge and skills progressively through a Strong Foundations approach, preparing for future learning.

Implementation

Early Years Foundation Stage (Reception)

Design and Technology is embedded within Understanding the World and Expressive Arts and Design. Children are encouraged to:

- Build and construct with a wide range of materials.
- Explore how things work and how they can be improved.
- Use simple tools and join materials in different ways.
- Engage in food preparation and explore textures, tastes, and health.

Learning is supported through continuous provision, adult-guided sessions, and thematic units, with high-quality books linked to each topic. Overarching unit enquiry questions and lesson-specific questions encourage curiosity, experimentation, and reflection from the earliest stages.

Key Stage 1 (Years 1 and 2)

D&T is taught in discrete blocks each term, following the design–make–evaluate cycle. The curriculum is based on a progression model covering:

- **Mechanisms** – sliders, levers, wheels, and axles.
- **Structures** – building towers, bridges, and enclosures.
- **Textiles** – templates, joining techniques, and materials.
- **Food and Nutrition** – preparing fruit and vegetables, understanding hygiene and health.

Enquiry-led and book-linked approach:

- Each unit is linked to a high-quality book, providing context, inspiration, and real-world examples.
- Units begin with an overarching enquiry question (e.g., “How can we make a bridge strong enough to hold weight?”).
- Every lesson includes a lesson-specific enquiry question, prompting observation, problem-solving, and reflection.

Children:

- Explore existing products and materials.
- Generate ideas through drawing, discussion, and practical experimentation.
- Build prototypes and final products.
- Evaluate effectiveness and reflect on improvements.

The curriculum allows pupils to revisit key knowledge and skills, developing increased independence, confidence, and technical expertise over time.

Cross-Curricular Links

D&T is enriched through connections with:

- **Science:** Investigating materials, forces, and functions.
- **Maths:** Measuring, weighing, and applying shapes in design.
- **English:** Writing instructions, evaluations, and presenting ideas.
- **Religious Education:** Designing reflective spaces, symbolic artefacts, and creations that express care, stewardship, and prayer.

Impact

By the end of KS1, children will:

- Understand the purpose and process behind designing and making.
- Use tools and materials with confidence, care, and increasing skill.
- Demonstrate problem-solving abilities and resilience.
- Discuss their design choices, improvements, and reflections.
- Take pride in their outcomes and understand how their work connects to the wider world.

Impact is assessed through:

- Formative assessment within lessons.
- Pupil voice and group evaluations.
- Review of design folders, photographs, and teacher observations.
- Displays and practical outcomes shared with the school community.

Enrichment, Inclusion & Accessibility

- Every child is considered a designer. Pupils with **SEND, disadvantaged and EAL** are fully supported through differentiated tasks, scaffolded tools, and adapted materials.
- Enrichment opportunities include:
 - Whole-school D&T days and innovation challenges.
 - Cooking and food-based projects.
 - Faith-linked creations and displays.
 - Outdoor construction, exploration, and making activities.

Monitoring and Review

The subject leader monitors D&T through:

- Planning and lesson reviews.
- Work and photographic evidence.
- Learning walks and staff feedback.

The policy and curriculum are reviewed annually to ensure alignment with national guidance, school values, Strong Foundations principles, and the needs of our pupils, continuing En Magna Constantia – with great consistency and purpose.