



Hamp Nursery and Infants School

**Design and
Technology
Policy
2025 - 2026**

Introduction:

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Talk for Writing" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Curriculum Statement.

Curriculum Intent:

At Hamp Nursery and Infants School, we encourage children to learn how to take risks, and become resourceful, innovative, independent and capable citizens. Using creativity and imagination, children will design and make products to acquire and use a broad range of subject knowledge and skills. Children's designs are based on relevant problems, within a variety of diverse contexts, considering their own and others' needs and wants. We encourage children to develop an understanding of the design process through evaluating their own and existing products. Children will understand and apply their knowledge of nutrition and learn how to cook.

Curriculum Implementation:

The DT curriculum is overseen by the Art, and Design and Technology co-ordinator. We have planned our curriculum around our Literacy Tree stories, to be introduced with a different question to stimulate learning across all areas of the curriculum. Each of these "Topic Plans" includes all areas of the curriculum and must be taught as a whole unit. Within lessons, children may be taught in whole class or small groups, as appropriate.

Reception	The extraordinary Gardener/ The tiny Seed Make farm machines Make a pirate ship junk modelling	Naughty Bus/ I will not ever never eat a tomato. Making turnip soup Making a small world garden	Cave Baby/ Bringing the Rain to Kapiti Plain. Clay owl or tree making	I am Henry Finch/ Look Up. Making a puppet Making a bridge Gingerbread dolly string	Billy= Beast/ I want my hat back. Use materials to make 3D homes Making a tile	Night Pirates/ Lost and Found. Sand sculptures
Year 1	Beegu/ Pig the Pug Food cooking and tasting (café food)	Stanleys stick/ Dinosaurs and all that rubbish. Paper collage including spirals	The Sea Saw/ The Odd Egg. Moving pictures with levers and sliders	Where the wild things are/ Julian is a mermaid. Design and make 3D boats Shelter and den building	Izzy Gizmo/ A Walk in London. Weaving e.g. in fences, paper Junk modelling castle	The Comet/ Astro Girl. Moving pictures using split pins and string Jungle animal masks

		<p>Creating and using pulleys and cogs</p> <p>Making puzzles using shapes</p>	<p>Junk modelling bug houses</p> <p>Tasting food children have grown</p>		<p>Sewing bags</p> <p>Baking bread</p>	
Year 2	<p>Last stop on Market Street/ The Journey Home.</p> <p>Making a vehicle</p> <p>Junk modelling house</p>	<p>Roald Dahl, Minpins/ The bear under the stairs.</p> <p>Sewing a puppet wearing a carnival costume</p> <p>Making crowns</p>	<p>Jim and the Beanstalk/ We are Water Protectors.</p> <p>Making and tasting a fruit salad</p>	<p>Lubna and Pebble/ Tadpoles Promise.</p> <p>Build props for news report</p> <p>Junk modelling, using recyclable materials</p>	<p>Ocean meets Sky/ Dear Earth.</p> <p>Make a globe</p> <p>Create and make a solar system with a winding mechanism</p> <p>Make moon cakes</p> <p>Make vehicles or space rockets</p> <p>Plasticine Planet Earth</p>	<p>Rosei Revere Engineer/ Iggy Peck Architect.</p> <p>Making bridges</p> <p>Design and create a jacket for the three goats</p> <p>Make a Beebot mat</p>

EYFS

Design and technology is delivered through exploring expressive arts and design in the Early Years. Children will have opportunities to explore developing skills through curriculum weeks, WOW starter days and keyworker activities.

Design

Children will design through talking about ideas and drawing, both individually and with others. Children's ideas will be listened to, before adults make suggestions. They will return to and build on their previous learning, refining ideas and developing their ability to represent them.

Make

Children will be provided with a range of materials and tools, they will be taught to use them with care and precision. Children will also be taught different techniques for joining materials, such as how to use adhesive tape and different sorts of glue e.g. attaching a sail to a boat, junk modelling. This development of fine-motor skills will link to children's Physical Development. Children will have the opportunity to create collaboratively, sharing ideas, resources and skills. Independence will be promoted and encouraged.

Evaluate

To evaluate, children will have the opportunity to talk about and test their product. As part of this, they will be able to discuss problems and how they might be solved as they arise.

Technical knowledge

Through exploring materials, they will understand how they will be used, and how they relate to products. Crafts people will be invited to share their knowledge and skills with the children.

Cooking and nutrition

Children will have the opportunity to prepare simple dishes e.g. vegetable soup, gingerbread men, relating this to their knowledge of healthy eating, linking to children's Physical Development.

Year 1

Design and technology is delivered through topic lessons, curriculum weeks, WOW starter days. The skills and understanding from EYFS will be developed upon.

Design

Children will learn design skills through talking, drawing, creating mock-ups, 3D design and modelling. They will design purposeful, functional, appealing products for themselves and other users based on design criteria.

Make

Children will understand how to select and use a range of tools and equipment to create their products from their designs. Based on their design, they will select and use a wide range of materials and components, including construction materials, textiles and ingredients. Children will be encouraged to consider properties, linking to Science.

Evaluate

Children will evaluate their products against design criteria and have the opportunity to explore a range of existing products.

Technical knowledge

Children will have the opportunity to build their own structures and mechanisms e.g. levers and sliders, exploring how they can be improved.

Cooking and nutrition

Children will have the opportunity to prepare simple dishes. Through this, they will be able to learn about healthy eating and where food comes from.

Year 2

Design and technology is delivered through topic lessons, curriculum weeks, WOW starter days. The skills and understanding from EYFS and Year 1 will be developed upon.

Design

Children will learn design skills through drawing templates (planning resources and tools), mock-ups, talking and technology (where appropriate). They will design purposeful, functional, appealing products for themselves and other users based on design criteria.

Make

Children will understand how to select and use a range of tools and equipment to create their products from their designs. Based on their design, they will select and use a wide range of materials and components, including construction materials, textiles and ingredients. Children will be encouraged to consider properties, linking to Science.

Evaluate

Children will evaluate their products against design criteria and have the opportunity to explore a range of existing products.

Technical knowledge

Children will have the opportunity to build their own structures and mechanisms e.g. wheels and axels, exploring how they can be improved.

Cooking and nutrition

Children will have the opportunity to prepare simple dishes. Through this, they will be able to learn about portion sizes and food groups, linking to Science.

Curriculum Impact:

Through the planning and provision of innovative design and technology opportunities, children will develop confidence and creativity. This will also support children's problem solving and life-skills. They will have the opportunity to develop their knowledge and practical skills through drawing, modelling, sewing, cooking, joining and testing. They will also develop communication skills through sharing ideas.

Teaching and support staff will assess children's learning against design criteria or EYFS statements. This will be through taking pictures, looking at final products and children's speech and language. We will assess the impact of our intent and implementation through summative assessment, teacher assessment, moderation, book and planning scrutinies, lesson observations, pupil progress meetings, marking and feedback and conversations with the children.

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and Listening skills. As well as its vital role in "Talk for writing" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes,

teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Tallena Wynn- Autumn Term 2025

Approved by: Head

Approved by Chair of Governors

Review Date: Autumn 2026/ 2027 or in line with any statutory changes.