



## Design and Technology – Policy on a Page

### Statement of Intent

At Barnes Infant Academy, our Design and Technology curriculum enables children to become imaginative, practical and purposeful designers who can solve real problems. Our DT curriculum is written specifically for Barnes Infant Academy, taking account of our local context in Sunderland, so that children design and make products that feel meaningful, relevant and rooted in their experiences.

We recognise that many of our children enter school with varied experiences of designing, making and using tools. Therefore, our DT curriculum is carefully planned to build knowledge and skills progressively, prioritise vocabulary and oracy, and ensure all children feel confident to explore ideas, make decisions and reflect on their work as designers. Our intent is for children to understand that products are designed for a user and a purpose, and that designers refine ideas through testing and improvement. This carefully sequenced curriculum ensures children leave Barnes Infant Academy with the foundational knowledge, vocabulary and practical confidence needed to succeed in the next stage of their education.

### Curriculum Design & Sequencing

Our DT curriculum is knowledge-led and carefully sequenced from EYFS through to Year 2 around four key concepts: Structures, Mechanisms, Cooking & Nutrition, and Function & Purpose.

Children revisit these concepts across year groups, developing increasing control, accuracy and independence. Across all units, children follow a clear design process: investigating existing products, designing with criteria, making using appropriate tools and materials, and evaluating outcomes to suggest improvements. This deliberate sequencing ensures learning is cumulative and prepares children for more complex designing and making in Key Stage 2.

### Vocabulary, Oracy & Communication

Vocabulary and oracy are explicitly prioritised within our DT curriculum. Design and Technology vocabulary is carefully selected, taught explicitly and revisited regularly so that children can describe materials, tools, techniques and processes accurately.

Teachers model the use of subject-specific language and provide structured opportunities for children to explain their design choices, evaluate products and suggest improvements

using full sentences. This approach supports all learners, particularly those with EAL, and enables children to communicate their thinking clearly and confidently.

### **Inclusion:**

Our DT curriculum is designed inclusively from the outset. Lessons are planned to reduce cognitive load, provide clear modelling, and incorporate practical, visual and language-based scaffolds.

Adaptations may include pre-teaching key vocabulary; step-by-step demonstrations; use of templates, mock-ups and concrete examples; repetition and overlearning of techniques; and flexible ways for children to demonstrate understanding through talk, drawings or making.

### **Enhancement & Cultural Capital**

Carefully selected enrichment experiences are used to enhance and deepen children's understanding of Design and Technology. These experiences are planned to align closely with curriculum content and sequencing, ensuring all children have equitable access to practical, hands-on experiences that broaden their understanding of how products are designed and made.

Enhancements may include designing for real purposes linked to curriculum topics, cooking and nutrition activities, visitors, use of the local environment, and opportunities to see how products are made, used and improved in the wider world.

### **Impact - What This Looks Like for Children**

As a result of our Design and Technology curriculum, children at Barnes Infant Academy:

- understand that products are designed for a user and a purpose
- use DT vocabulary confidently when talking about materials, tools and processes
- design using simple criteria and adapt ideas as they work
- make products safely and accurately using a range of tools and techniques
- evaluate their work and suggest meaningful improvements

This policy reflects our Barnes curriculum drivers of Belonging, Communication, Curiosity and Resilience.