

# Design Technology

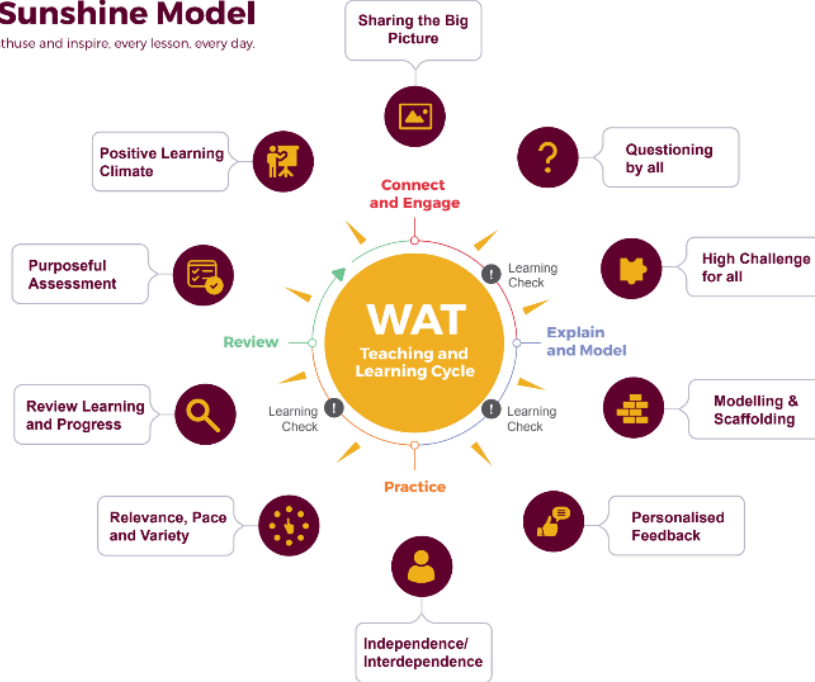
**WAT Aspire Curriculum** - Our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



## Teaching and Learning Cycle

### WAT Sunshine Model

To engage, enthuse and inspire, every lesson, every day.



## Curriculum Overview

[DT Long Term Overview](#)

[Milestone document for DT](#)

### EYFS

In the EYFS, design technology knowledge and skills form part of the three Prime Areas and four Specific Areas of learning and will be delivered as planned by the Early Years practitioners in line with guidance set out in the Statutory Framework for The Early Years Foundation Stage, published March 2021. The progression in DT from EYFS to Key Stage One should ensure the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

The children in the EYFS work towards the following Early Learning Goals:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

### KS1 and KS2

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

- **Design:** Design purposeful, functional, appealing products for themselves and other users based on design criteria  
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- **Make:** Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- **Evaluate:** Explore and evaluate a range of existing products  
Evaluate their ideas and products against design criteria

### Cooking and nutrition

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- DT is taught each half term and is alternated with Art.
- DT is taught following the Kapow Primary D&T scheme of work and the WAT Aspire Curriculum.
- Many of the DT skills are also taught through our Forest School sessions; this includes the use of tools alongside designing and making.

## Medium Term Plans, Knowledge Organisers and Vocabulary

Medium Term Plans are developed from the knowledge and skills identified on the knowledge organisers, which set out the skills, knowledge and vocabulary to be developed for each unit of work.

Within our Aspire curriculum, we dedicate a theme to celebrating Design and Technology with a clear link to our WAT pledge of Sustainability.

### [DT Long Term Overview](#)

Design and Technology vocabulary is planned progressively from EYFS through to Year 6 to support pupils' language and learning.

### [DT Vocabulary](#)

Knowledge organisers set out the skills, knowledge and vocabulary to be developed through the unit.

### [Year 2](#)

### [Year 3](#)

### [Year 4](#)

### [Year 5](#)

### [Year 6](#)

## Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

### **Formative assessment;**

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which are designed to improve pupils' retrieval of key knowledge. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver

appropriately timed feedback that focuses on moving learning forward

eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

### **Summative Assessment**

In Design Technology, pupils' final piece is used as their assessment piece. Pupils will have worked towards this final piece over a number of weeks, evaluating and editing as they go and will demonstrate the skills they have acquired.

### **High Challenge for All**

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle.

[High Challenge for All](#)

### **SEND**

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- The use of visual prompts
- Sensory audits
- Task management boards to chunk tasks
- Reading rulers, concentration cushions, fidget toys, sand timers, etc.
- Overlays, etc.
- Specially adapted equipment e.g. hand-scissors, larger needles,

All staff have high expectations of all pupils. By reviewing children's progress through formative and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Tenterfields, the interests of the

child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

### Design Technology Learner Tools

- Each classroom has a curriculum learning/working wall which is reflective of current learning and displays modelling, key vocabulary and examples of high quality learning.
- Pupils have access to a wide-range of equipment relevant to their current learning. This may be in the form of: basic construction equipment, needles, ingredients, saws, glue guns etc.

### Forest School

Each class has half a term of Forest School with a qualified Forest School teacher. They spend time outdoors, developing key lifelong skills. The children develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

### Artsmark

At Tenterfields we recognise the importance of a broad, balanced curriculum and therefore over the past year we have been working towards achieving our Artsmark Gold award. We are driving forward our Arts offer to ensure that all children have access to a wide, balanced and high-quality Arts curriculum from Nursery through to Year 6. We recognise that the Arts is wider than Art and incorporates many creative subjects such as Design Technology. As part of this we regularly engage with local artists who lead workshops with our classes. Recently a digital arts project was completed with Year 3 and Year 4 focussing on the use of animation. You can see the final creation here:

<https://public.3.basecamp.com/p/um1ezVKvZTRLC2qSVbUf8Czr>

### Evidence collection and presentation

Curriculum books are to be used to record children's learning and examples of lessons. Examples may include written work, drawings or photographs. Children may be working individually or collaboratively with their peers.

In EYFS, floor books are used to record evidence. Observations are also taken of individual children and these are put in the child's Home Learning Journal.