

'Together we will flourish and thrive, building on our Christian and local community, for the good of all'.

Subject

Design Technology

Intent

EYFS Framework/National Curriculum

Within the Kite Primary Federation, we intend to build a Design Technology curriculum which is inspiring, rigorous, and practical. We want our children to use creativity and imagination, to design and make products that innovate or solve problems in a variety of contexts, considering their own and others' needs, wants and values. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out from the EYFS Framework, through to KS2 of the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.

Implementation

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum. This is implemented through a well thought out, whole school, 2 year topic-based program which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems) Well planned and resourced projects provide children with a hands-on and enriching experience. A range of skills are taught ensuring that children are aware of health and safety issues related to the tasks undertaken. Projects from EYFS (Plan, Do, Review) following through the curriculum Year 1 to Year 6 addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts. As a federation, we promote Design and Technology throughout the schools, through cooking, junk modelling and engineering skills in after school club to gardening sessions in EYFS and beyond, enhanced through Forest School and our allotments. The children learn about where our food comes from by growing their own, and the importance of a balanced, healthy and varied diet and how to prepare this. We have an allotment plot at Norwell and St. Matthew's are developing their growing through the development of their Forest school. From Early Years Foundation Stage through to Year 6, pupils explore and use a variety of media and materials through a combination of child initiated and adult led activities. They have the opportunities to learn to use different media and materials to express their own ideas, use what they have learnt about media and materials in original ways, thinking about form, function and purpose. The basic skills will be built upon throughout school, which include the ability for children to:

- Make plans and construct with a purpose in mind using a variety of resources
- Develop skills to use simple tools and techniques appropriately, effectively and safely
- Select appropriate resources for a product and adapt their work where necessary
- Cook and prepare food adhering to good health and hygiene routines
- Develop the skills to evaluate effectively.

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Impact

Children will have clear enjoyment and confidence in Design and Technology that they will apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will gain a firm foundation of knowledge and skills to see them equipped to take on further learning beyond KS2. Pupil's skills and knowledge are assessed by the class teacher, throughout lessons and a summative assessment is completed termly. This informs of any further areas for curriculum development, by identifying any gaps in learning, pupil support and/or training requirements for staff. EYFS progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age.