



Design and Technology: **Subject on a Page**

Intent:

Our **intent** for our Design and Technology approach is to allow children to thrive in our rapidly changing world by encouraging them to become independent, creative problem solvers. We want children to think as individuals and as part of a team. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Our **intent** is for children to:

- Achieve their absolute potential by having the highest expectations of their learning
- Be confident to ask questions and extend their knowledge, and develop the creative, technical and practical expertise needed to perform everyday tasks confidently: this is enabled by positive relationships and nurture
- Identify needs and opportunities and to respond to them by developing a range of ideas and by making products
- Reflect on and evaluate past and present products and technology, their uses, target markets and impact.

We **implement** our Design and Technology curriculum through:

- A learning sequence of Design, Make, Evaluate
- A carefully sequenced progression of units, including cookery, electronic/computing focusses and construction each year, meaning irrespective of a child's entry point in our mixed age class, skill progression is carefully, logically and sequentially planned.
- Use of a range of high quality resources and individual 1:1 iPads to promote associated planning and research.
- The use of knowledge organisers to enable children to remember what they have been taught long term
- Opportunities for all children to access Greater Depth learning and learn collaboratively with peers

The **impact** of our Design and Technology approach is children design, make and evaluate purposeful products and are proud of their creations. Children's skills are transferable across the curriculum and their knowledge used in everyday life. Children will have clear enjoyment and confidence in DT that they will then apply to other areas of the curriculum. As designers, children will develop skills and attributes they can use beyond school and into adulthood.

Assessment is carried out through a range of formative assessments, which includes: pupil discussion, practical tasks and constant evaluation throughout the design, make, evaluate learning journey. DT books show this learning journey. Assessment then informs planning, identifying any gaps in knowledge or skills, ensuring that our children have every opportunity to develop as inquisitive designers.

Early Years

We assess children's development in Expressive Arts and Design throughout the year. Their observations, use of materials and individual expression inform teacher judgement and a holistic picture of the child's development is celebrated. We implement EYFS DT by providing children with a wide range of indoor and outdoor construction equipment, from planks and blocks to junk modelling and a bespoke woodwork bench as well as mud kitchen and utilising our local learning environments. This provision is in place every day to support children with developing their understanding of why they build and how to adapt it when necessary. Adult interactions support children's knowledge and vocabulary, including skills involved with balancing, constructing, joining, assembling and fixing.