



Moorside Primary School and Nursery

Design and Technology Intent

Intent

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Our Design and Technology intent is echoed through our **school's vision**:

-A culture of success and achievement for all

All children are supported to access the Design and Technology curriculum confidently through engaging lessons which have been made accessible for all learners.

-An aspirational and inspirational curriculum

We aim to inspire our children in Design and Technology through purposeful contexts and projects which ensure lessons are relevant to the children.

-Strong relationships between the school, families, pupils and our community

Children are encouraged to share their Design and Technology with their families, often through showcase events where projects are on display or available to taste. This provides children with an opportunity to share their knowledge and skills but also provides an audience for evaluating their products. Photographs of outcomes and projects are shared through the schools Facebook page.

-A whole school inclusive and nurturing ethos

All children can and will achieve their potential through differentiated support during tasks. Children will develop evaluation skills which ensure that they can adapt and improve their designs and products. Design and Technology projects will support collaboration between pupil groups.

-High expectations for all stakeholders, surrounding our children with the best educators and specialists

Teaching staff work hard to ensure that their Design and Technology sessions are engaging for the children. They plan learning sequences with real or imagined, but relevant purposes, which enable the children to develop the skills necessary to design and make products and prototypes.

In line with our school curriculum intent and linking with the National Curriculum in Design and Technology, at Moorside we:

Ensure our children have the necessary knowledge, understanding and skills in Design and Technology so that they can develop effective problem solving and evaluating skills as well as develop good communication skills.

At Moorside Primary School and Nursery, we have adopted a cyclical approach to the teaching of Design and Technology in the form of Year A and Year B. To ensure that there is clear progression within the year groups, as a staff team, we have created a progression document, to ensure the teachers are clear with the knowledge and understanding of processes the children should have acquired by the end of each academic year.

Implementation

Design and Technology is taught through projects and theme day activities throughout the year, linking to the termly themes shared on the Long-Term Curriculum Overview. Teachers have identified the key processes and skills for each year group and consideration has been given to ensure progression through each area of study to the next. By the end of year 6, our children will have knowledge of a range of process which will allow them to produce more complex products. They will be able to make more detailed evaluations, considering the views of others and use these to improve their products.

Cross curricular themes in Design and Technology are specifically planned for, with links between other curriculum areas providing the context for projects. Planning is informed by and aligned with the National Curriculum. Through Medium Term planning, consideration is given to how children can achieve and be challenged to achieve greater depth through assessment questions at the beginning of the topic and planned open-ended questions and tasks, as well as how learners will be supported through scaffolded intervention and steps to success in line with the school's commitment to inclusion.

Outcomes of work are assessed and monitored using Target Tracker and formative assessment (marking and feedback), to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance. Design and Technology encompasses Physical Development, Creative Development and Knowledge and Understanding of the World. The aims in these areas are Early Learning Goals to be achieved by the end of EYFS. The relevant Early Learning Goals are:

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. **They handle equipment and tools effectively**, including pencils for writing.
- Children know the importance for good health of physical exercise, **and a healthy diet, and talk about ways to keep healthy and safe**. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.**
- Children sing songs, make music and dance, and experiment with ways of changing them. **They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

The continuous provision for this learning can be seen through the junk modelling, construction and creative area as well as in craft activities and the mark making area. Children learn to use a range of media and materials, including boxes, tape, glue, paper, and a range of other fastenings. They are encouraged to find ways to join materials together and to think carefully about their design. We encourage healthy eating, and children are exposed to a range of healthy foods, as well as baking and making food to share with their friends and families. Children experience using tools in many areas of the classroom (pens and pencils, paintbrushes and other paint tools, construction kits etc), including the woodwork area where they use hammers and nails to fix and join wood and other materials.

SEND

All pupils are supported to access the Design and Technology curriculum for their age and stage. Carefully planned and scaffolded learning ensures that ALL pupils, including those on the SEND register, make good progress in all lessons. Pre-assessments at the beginning of each Design and Technology unit of work provide teachers with an understanding of children's existing knowledge to support with the planning process and ensure sufficient support and challenge. Planning will take account of whole school provision maps, individual provision maps and vulnerable registers. Within Design and Technology lessons, children are supported in a number of ways; such support may include the following: use of images, word banks, collaboration, use of growth mindset strategies and use of a range of media and varied ways of recording learning. Steps to Success are also used in every lesson to ensure independent tasks are organised into small manageable chunks so that all learners feel that they are capable of achieving success.

Impact

- Children are able to utilise a repertoire of practical and technological skills to design and make.
- Children develop expertise in some widely used skills which can be used in a variety of projects.
- Children talk positively about Design and Technology learning and experiences through which they develop skills and knowledge in Design and Technology.
- Children understand the importance of technology in a variety of contexts and can share this knowledge.
- Children can confidently design and make products using an increasing repertoire of skills.
- Children are able to critique their own and others designs and products and are able to make adjustments in order to improve.
- Regular assessment recorded on Target Tracker allows gaps to be addressed swiftly and additional challenge provided for identified children.
- Data and outcomes across the school feed into Action Planning in an Assess, Plan, Do, Review cycle.
- All pupils make good progress from their individual starting points.
- More children achieve greater depth in Design and Technology.

J Hunton, Design and Technology Subject Leader - Spring 2020