



***By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.***

## **Design & Technology at Lindow Community Primary School**

### **Intent**

At Lindow Community Primary School, our intent is to develop children who are independent, creative, risk-taking innovators who are able to design and make products to solve real and relevant problems. Through investigation and analysis of past and present products, as well as the progressive teaching of practical knowledge & skills, they will apply this learning in order to participate successfully in an increasingly technological world.

The Design and Technology curriculum will be driven by the following Lindow Life Skills:

- *Be co-operative & participate*
- *Have ownership of learning*
- *Be organized*
- *Make decisions*
- *Be responsible*
- *Be resilient & persevere*
- *Be the best you, you can be*

### **Design and implementation**

To ensure children have 'mastered' the knowledge of the Programme of Study for Design & Technology in a progressive, sequential way, the subject is taught in unit blocks, once per term over the course of 1 week. In addition, children are given opportunities to apply their knowledge from other subjects (such as reading, writing, science and maths) as skills throughout the 3 concepts of design, make & evaluate. This allows children to make the connections between Design & Technology and everyday life.

All classes from Y1 to Y6 use the Twinkl Scheme for D&T as the initial overview for their medium-term planning, alongside several other resources from organisations such as DATA, STEM, Nuffield.

The key themes, knowledge & skills for each year group are stated, to ensure teachers know what prior learning has taken place and can build on this in a progressive manner.

In terms of EYFS, the new framework (as of September 2021) outlines the seven key areas of learning and development: The prime areas of communication and language, physical development, personal, social and emotional development. The four specific areas are literacy, mathematics, understanding the word and expressive arts and design.

In order to meet the early learning goals, planning in Reception will incorporate aspects of D&T in order to meet several of the prime and specific areas of learning and development:

- Communication and language - Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Personal, social and emotional development - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others.
- Physical development - Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
- Literacy – Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.
- Mathematics – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Understanding of the world – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Expressive arts and design - 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.

The expected teaching sequence for a unit of work will follow the key themes of design, make & evaluate. Within these stages, the following strategies should be seen:

- evaluation & research of existing products
- consideration of user/consumer
- range of environments & contexts
- range of tools & equipment
- Revisiting their original design criteria as the unit progresses through discussion with peers, adults, further research, observations

There will be a mixture of collaborative & independent work throughout the unit, as appropriate.

Work in Design & Technology is recorded in a variety of ways, e.g. written pieces linked to English will need to be in their writing books. The knowledge and skills of Design Technology will be recorded in individual DT books that goes with the children through school? A whole class floor book? In the form of research/skills-based tasks/photographs.

### **Impact**

Monitoring of Design and Technology will involve learning walks, pupil voice and scrutiny of work across the three key themes and within each year group. In order to check the children remember new and prior knowledge, children will be assessed against the key knowledge and skills for their year group at the end of each unit. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long term memory. Any gaps in learning or children who aren't meeting age related expectations can be identified and supported appropriately.