



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Design & Technology Vision:

Children leave us inspired to become inventors, technologists, entrepreneurs or designers, having learnt to be skilled in analysing, understanding, evaluating and creating unique products which will have an impact upon the audience they have created them for, that are attractive, fit for purpose and are safe for use.

Intent:

At Eastbury Farm Primary School, children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Design & Technology at Eastbury Farm Primary School also includes the designing, making and evaluating of different foods.

Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. D&T allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed world in which we all live and work.

We aim to:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose in designing and making;
- To use ICT software to assist our designing and learning.

We want our children to develop a mastery of the following **skills**:

- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to make quality products
- Evaluating processes and products
- Food and nutrition

Implementation:

How do we effectively develop working design and technological skills to ensure progression?

What is our teaching approach to delivering Design & Technology?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become successful designers and explorers of the world of technology and innovation. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

All teaching of DT should follow the **design, make** and **evaluate** cycle and all stages should be given equal weight. Each of these steps should be rooted in rich technical knowledge and vocabulary.

Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. When **designing** children should have access to appropriate models to disassemble and understand how they work. While **making**, children should be given choice and a range of tools to choose freely from and use safely. To **evaluate**, children should be able to evaluate their own products against some design criteria

Our Teaching/Learning Sequence:

Inspire

- Immerse the children in the subject/new learning theme and excite them about the unit ahead to make the learning more meaningful and relevant, using wow moments, wow activities or wow presentations.
- Find out what the children already know about the subject from previous projects and how this links to what have they will need to be able to do for their next project assessing what skills they will need for the design and make task.
- Encourage the children to be curious and want to question and find out new information and what they need to learn about the technology by disassembly and research (i.e to disassemble or research automata for cam models).



Enquiry and Plan

- Encourage the children to be curious, inspired and fascinated by the new topic by introducing them to a problem that they need to investigate and provide potential solutions for
- Teach the skills children need to help them to investigate a problem. This could be building on previous learning from other year groups or cross-curricular learning
- Plan and hypothesize about the problem and identify the resources needed to find an appropriate solution

Impact:

Children will have developed the knowledge and skills to become confident at understanding how the technology within products works and how to transfer this technology across design and make projects to create products of the highest quality, safely and with pride.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent Technologists and designers throughout their education and lives.

This will be evidenced through continuous monitoring feedback carried out by the Subject Leader including:

- Learning Walks
- Pupil Voice
- Work Scrutiny

This is achieved through the specific study of:

Cycle A&B In Reception	
Autumn 1- All about me Autumn 2- Superheroes and me Spring 1- All creatures great & small Spring 2- Let's celebrate Summer 1- Once upon a time Summer 2- Me and my world	
Cycle A In Year 1.2 Gruffalo Crumble Puppets Adventure Playground In Year 3.4 Gift Packaging Roman Money Pouches Sushi Rolls In Year 5.6 Festive Microbits Toys Great Britain Forgot Mexican Fiesta	Cycle B In Year 1.2 Emergency Vehicles Weather Mobiles (sewing) Global Food (Chinese Spring Rolls) In Year 3.4 Light it Up Magnetic Board Games Exotic Fruit Smoothies In Year 5.6 Victorian Afternoon Tea (sandwiches & scones) Greek Structures Dragon's Den (TinkerCAD)

- Develop the children's knowledge and understanding, working both independently and collaboratively



Apply Skills and Investigate

- Children will use the taught skills and resources to help them develop and deepen their understanding of different technologies and designs and further expand their appreciation of the key skills needed to make a product within its genre.
- Children acquire the skills to understand, present, analyse and communicate a range of information in a variety of ways
- Children can choose the best way to present their findings and share their conclusions
- Children can make relevant suggestions as to their results can be used and developed as a next step in learning
- Topics are relevant and taught in progressive way to build on previous learning, knowledge and skills
- Children know the what crucial skills they need to be able to make their product,(i.e how to sew for textile projects and cutting skills for structural projects).



Connect it all Together

- Bring together the new knowledge and understanding that has been gained throughout the unit so that children are able to confidently talk about their learning and how
- Link this to existing knowledge and understanding
- Children can demonstrate in an exhibition to an audience their product for tasting or seeing how the technology works within the product and ask their audience to evaluate and offer feedback.



Concluding

- The children have learnt new knowledge and skills through the unit that has built on previous learning
- Children can apply their learning, understanding and skills to the designing of effective and well-crafted models or products
- The children have been excited, engaged and curious to learn about the context of their project, disassembled and investigated and practised skills before designing and making a product.

- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)

Subject Leader Expectations:

- 1hr per week in KS1 and KS2 taught for a half term as a minimum. Art and Design is taught in the other half-term
- To allow children to think, design and innovate as 'technologists'
- Early Years pupils should be delivered Design and Technology learning under Understanding of the World and Expressive Art and Design when appropriate
- Cross-curricular links are developed wherever possible, particularly in English, Mathematics, Art and Computing
- In addition to class-based provision , year groups should have the opportunity to explore and enrich their topic through off-site visits
- Planning must show evidence of progression for all pupils
- Clear adaptations, including Ordinarily Available Provision to be evident for all learners
- D/T workbooks to be designed and used in planning stage for easy recording of the project and assessment of the subject
- The D/T topic vocabulary should be on display in the classroom when teaching to support learning and support writing tasks connected to the project
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- Each D/T project should have a clear task (what we will do), a clear audience (who is it for) and a clear purpose (what the product will do/be for)
- Children will be encouraged to research the production and making of the topic related items and disassemble products to see how they work
- Class teachers will need to order resources for their project using subject budget allocation and will need approval for orders made