

Design and Technology

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and value.'
Department of Education, National Curriculum.

Intent

Two Moors provides a broad and balanced design and technology curriculum that is fully inclusive for every child. We teach our children skills that will help them to thrive in our ever-changing world. Design & technology is taught in the context of current topics and themes in the classroom. Each project has a key design title and purpose to ensure meaningful projects are created to help all children to know more, remember more and understand more with every project they do. Chris Quigley's key milestones are used to ensure a clear progression of skills and knowledge. At Two Moors we use the D&T association's 'Projects on a Page' to help to plan high quality projects that are believable, real, meaningful and following a firm structure with 3 key activities:

- Investigative and Evaluative Activities (IEAs) where children learn from a range of existing products and find out about D&T in the wider world.
- Focused Tasks (FTs) where they are taught specific technical knowledge, designing skills and making skills.
- Design, Make and Evaluate Assignment (DMEA) where children create functional products with users and purposes in mind.

Practical experiences, at the heart of this subject foster positive attitudes towards overcoming problems, working collaboratively and developing a flexibility of approach. At Two Moors we ensure all pupils needs are met and opinions valued to ensure progress from all. We understand this increases children's self-esteem, positive attitude and resilience.

We 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.

Throughout our Early Years curriculum, we have a strong focus on the language-rich environment and understanding our children's own experiences. Through Expressive Arts and Design children are encouraged to construct and create, purposefully selecting and safely using tools and techniques needed to shape, assemble and join materials they are using. The children learn through first hand experiences and put their ideas into practice with children's natural curiosity being fostered and opportunities for investigating, designing and making enables the children to build their knowledge and skills. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

Implementation

Teachers build on prior learning, introducing new components in each lesson, assessing understanding and building the spiral of knowledge and skills in design and technology. In each

design and technology unit, pupils will be given a word bank / knowledge organiser to support their learning. Children will design and make three products over an academic year, working independently and collaboratively, using a wide range of tools, materials and resources. Teaching will be hands on and practical with children given time to master and enhance new skills. Time will be taken to design and make working prototypes which children can evaluate and improve if necessary. Children record their designs and evaluations in their sketch books.

Impact

Children are supported and challenged to help them meet age-related expectations each year. We monitor the impact of our design and technology teaching through:

- Using pupil voice to discuss individual learning.
- Monitoring pupils' sketch books and products for quality of work, progression of skills and depth of knowledge and understanding.
- Moderating assessments for attainment and progress across year groups and across the key stages.
- Visits to design and technology lessons
- Monitoring the knowledge and understanding the children retain over time and the number of children who are successfully meeting the end of year milestones.