



ST ANDREW'S C of E INFANT SCHOOL

WOODLEA ROAD
LEYLAND
PR25 1JL



Our Design and Technology Curriculum

'Anyone who has never made a mistake, has never tried anything new.'

Albert Einstein

Intent

At St Andrew's C of E Infant School our aim is to build a Design and Technology curriculum which develops learning and results in the acquisition of knowledge and skills. We have designed a Design and Technology curriculum that reflects the needs of our children and:

- Is progressive in skills and knowledge
- Builds on children's prior knowledge
- Has vocabulary at the heart of excellent daily practice
- Develops creativity through designing and making
- Develops practical expertise
- Allows the application of maths, science, computing and art
- Provides opportunities for critical evaluation to adapt and improve
- Captures interests through thematic learning with cross curricular links
- Provides motivation and meaning to their learning

Our intent is to provide a DT curriculum which combines skills, knowledge, concepts and values to enable children to tackle real problems. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Implementation

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.

Specific Design Technology units are taught in each year group, building on from previously taught units and skill coverage. Teachers use a thematic approach to deliver cross curricular links where appropriate.

In EYFS Design Technology is taught through the EYFS framework through focussed modelling and daily provision activities.

All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making,



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children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight.

The key skills we teach the children are:

- Textiles
- Preparing and combing food, cooking and nutrition
- Mechanisms
- Structures

Impact

Staff identify the impact of our curriculum through a variety of ways.

These include:

- Observations
- Regular recall and retrieval activities
- Targeted questioning
- Marking and feedback
- Teacher assessment against key performance indicators
- Pupil discussions of their ideas, processing and evaluations of work
- Analysis of data

We use these strategies to review our curriculum offer, inform our strategic action planning and make adaptations where necessary.

We know our Design Technology curriculum is effective when we see children who can:

- Analyse, problem solve and evaluate
- Work collaboratively and practically
- Explain the process they have taken
- Confidently question ideas and reflect on knowledge
- Recall facts and prior learning
- Progress showing increased practical capabilities
- Innovate