

Subject Area: Design and Technology

Subject Leader: Mrs Sharon Brown

What is the aim of your curriculum?

The intent

At Barley and Barkway First Schools Federation, we want our children to love Design and Technology. The intended curriculum develops learning and results in the acquisition of knowledge and skills, preparing children for the opportunities, responsibilities and experiences for later life. Our curriculum follows the National Curriculum Technology Programme of Study.

The implementation

- Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary
- Delivery of design and technology projects with a clear structure. Each year group will undertake a construction topic, a textile topic and a food/drink topic
- Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context
- Children will undertake design tasks and use skills from across the curriculum to fully explore the design process evaluating work ensuring that it is of the highest possible quality. Children are asked to self-evaluate their work
- Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology
- Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging yet rewarding goal

The impact

- Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum

- Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school
- Most children will achieve age related expectations in Design Technology.
- As designers, children will develop skills and attributes they can use beyond school and into adulthood.

What are your subject's strengths/areas to development –

Strengths:

- Children's knowledge is building year on year
- STEM activity sessions are gradually being introduced to the schools' timetable enabling pupils to draw upon their D&T skills

Areas to Develop:.

- Future staff meeting to include sessions to review the curriculum

How your subject is monitored

We monitor this subject through termly lesson observations, book looks and pupil voice.

How is your subject taught in EYFS

In EYFS children aim to improve their fine motor skills and begin to choose the correct tool and know how to use it – scissors, paintbrushes and cutlery – Children work collaboratively on small projects sharing creations and explaining the processes used. They are encouraged to refine their ideas.

How are SEND and PP children supported in your subject

We ensure that all children are always encouraged to do the best they can, and we understand that this may look different for every child. Teachers take SEND, PP and EAL children into account when planning their lessons and will:

Adapt the work when necessary

Stop at regular intervals in the lesson to check the children's understanding and address any misconceptions.

Know that they may need to deliver the information more than once to SEND, PP and EAL children to help support their understanding.

Give the children clear success criteria to achieve the learning objective with different elements of independence. Teachers understand the benefits of working in focus groups with these children as well as mixed ability groupings and peer support.