



Design and Technology Curriculum

Curriculum Intent

At Farnsfield St Michael's, Design & Technology (D&T) is taught mainly through a skills-based approach. We teach children to be critical thinkers throughout the Research, Design, Making, and Evaluation process. We work together to provide a rich D&T curriculum within our school with many first-hand experiences, enabling children to experience many wonderful opportunities.

From the Early Years, children learn about many notable designers and engineers. The Early Years curriculum facilitates the learning of D&T well and children have access to a wide range of carefully thought-out resources. As children move through the school, they learn more about the purpose behind researching, designing, making and evaluating innovative designs and learn about inspiring designers and engineers. Children think more critically about their designs and how these can be improved, with access to high-quality resources and materials. Children are given the time to make any improvements to their design so that their finished result is something that they are proud of, and often showcased to stakeholders.

The D&T curriculum exposes our children to enriching, hands-on experiences, immersing them in creativity, whilst incorporating all of the elements of STEM. This equips children with personal qualities such as sharing good practice, innovation and integrity. For those with a particular passion for the subject, the D&T curriculum exposes children to a range of related careers, raising aspiration and developing a sense of purpose.

Curriculum Implementation

	EYFS	Year 1 - 6
<p>Pedagogical Approach and Strategies</p>	<p>Teaching and learning should reflect whole school pedagogy, as well as effective EYFS practice (including continuous and enhanced provision).</p> <p>Different strands:</p> <ul style="list-style-type: none"> - Researching - Designing - Making - Evaluating - Key Vocabulary - Digital Resources - Other Techniques <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p>	<p>Following the 'Create' aspect of the whole school curriculum.</p> <p>Teaching and learning in History should follow the whole school model of best practice and include:</p> <p>New learning broken down into small steps, using effective explanation, modelling and guided practice;</p> <p>Models, including worked examples and 'thinking aloud';</p> <p>Scaffolds for difficult tasks;</p> <p>Effective questioning that allows time for thinking and improving upon given responses – use 'hands down' approach to ensure participation by all;</p> <p>Informal and formal assessment opportunities, regularly check for understanding – 'What have you understood?';</p> <p>Guided practice before independent practice;</p> <p>Allow children to obtain a high success rate (appropriate level of challenge);</p> <p>Regular review of previous learning.</p> <p>Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if formative assessment identifies the need e.g. additional lesson on a learning objective if you feel as though it has not been met by majority of children.</p> <p>Follows the statements on the D&T progression document.</p> <p>D&T will follow four different strands.</p> <p>- The national curriculum for Design and Technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in using a variety of techniques.

		<ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of Technology, craft and design. • Know about great builders and architects, craft makers and designers, and understand the historical and cultural development of their Design and tech pieces of work forms including cultural capital. <p>Evidence of depth and challenge in D&T, linked to the big question.</p> <p>Trips/visitors should be carefully planned for the Create term to enhance the curriculum. e.g. whole phase DT projects like making electronic Christmas Cards in UKS2. FSMP has also taken part in, hosted and facilitated 5 Minster Teaching Alliance DT networks across the academic year.</p> <p>PurpleMash and Outdoor learning should be key parts of teaching and learning in DT.</p>
<p>Timetabling</p>	<p>Focus in Spring term but continually provided for through UTW, EAD and other provision.</p> <p>D&T activities to be planned for and carried out in the outside learning environment as much as possible.</p> <p>Children to be given opportunity to talk about what they notice (using accurate vocabulary) and make connections in the continuous provision.</p> <p>Provision to be focused on the current D&T topic.</p>	<p>D & T lessons primarily taught during the 'Create section of the curriculum. This will be in the Spring term term. In order to cover the whole curriculum, it may be necessary to deliver some aspects of D&T in the 'Discover' and 'Explore' terms.</p> <p>It is important to note that D&T can be taught with a cross curricular approach; teachers may decide where they feel the teaching of D&T will be best fitted.</p> <p>Teacher judgement will be required to determine how much D&T should be taught per week. The progression document knowledge and skills need to be taught in depth. Some aspects may be able to be taught in one session, some may need an afternoon or more than one session in a week. Some may be taught over a day during an off timetable</p> <p>What If lessons should be 2 whole afternoons per week or the equivalent.</p>

<p>Design and Technology across and outside of the curriculum</p>	<p>Comes through and connects to 'Explore' and 'Discover' aspects of curriculum also</p> <ul style="list-style-type: none"> - Discover – Victorians making mechanical puppet characters for a text (UKS2) - Discovery – Wheeled toys (KS1) - Explore – Food week (UKS2) - Explore – Food week (LKS2) 	
<p>Vocabulary</p>	<p>Every class will have a list of appropriate vocabulary for D&T. Choose appropriate vocabulary to display on topic display. Ensure this is referred to throughout lessons.</p> <p>Accurate vocabulary to be used in class discussions/lessons and in books.</p> <p>One strand of the D&T curriculum is 'D&T vocabulary.' This includes a brief list of vocabulary for each year group. These are progressive and detail new vocabulary that must be taught each year.</p> <p>Staff must expect children to use the correct vocabulary in verbal and written responses. Children must be encouraged to use accurate vocabulary through feedback responses.</p>	
<p>Expectations for recording children's work</p>	<p>Tapestry observations of outside environment learning and D&T in the continuous provision.</p> <p>Photographs in books/floor books</p>	<p>WALT to be written underneath the full date and underlined with a ruler.</p> <p>Majority of work recorded in What If books for written pieces about D&T (e.g. the evaluation of a product made).</p> <p>Final product pictures will be evidenced in floor books.</p> <p>Work can be evidenced using What If display and in floor books.</p> <p>Practical lessons/discussion based lessons can be evidenced in floor books – children can annotate or label.</p> <p>Aim to limit number of worksheets – variety of lesson types.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation</p> <p>High expectations of skills learnt and transferred into the children's final product/s.</p>

Expectations for marking	Children get constant, immediate feedback verbally in line with marking and feedback policy.	<p>Teachers to at least acknowledge work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
Curriculum adaptations (including children with SEND)	<p>All children, regardless of need, should have the relevant and appropriate adaptations made to ensure that they can access D&T learning. These adaptations may include:</p> <ul style="list-style-type: none"> • The use of picture cues/symbols as necessary, • having targeted group/collaboration/paired work where appropriate, • additional levels of scaffolding/modelling, • different/adapted equipment where required, • level of challenge appropriate to child's age and developmental stage, • adult support if required. 	
Expectations for absent children	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>	
Environment	<p>Quality resources for independent access</p> <p>Interactive activities</p> <p>Outside environment with resources and equipment</p> <p>What If display</p> <p>Key vocabulary on display and on learning intention cards in continuous provision.</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Visible display in classroom with current Topics</p> <p>Vocabulary on display</p> <p>Examples of children's work</p> <p>Books in book corner that are related to the topic.</p> <p>D&T scrapbook in main entrance to showcase learning across school.</p>

EAL provision	<p>Visual support and/or bilingual dictionaries with images will help EAL children to show their understanding in this area of learning. (Many dictionaries have clearly presented sections/pages which can be easily referred to by both children and teachers).</p> <p>This could also be shared with parents to encourage continued learning at home in first language.</p> <p>Translations made of Powerpoints and other resources using translation tools or dictated and translated by TA.</p> <p>This could also be shared with parents to encourage continued learning at home in first language.</p>
Homework	<p>Homework will not always be necessary.</p> <p>Homework/research task may be given in preparation for new topic.</p> <p>Homework may be sent out during topic if extra research is required</p>