

## **Curriculum Intent**

### **Subject - Design and Technology**

Design and Technology at St Mary's Catholic school is carefully planned to offer lessons where a range of different skills are taught in an exciting and engaging way. Adopting Rosenshine Principles, children learn new skills, how to apply them and to create by using a variety of materials for different purposes. Children develop and build on these skills from EYFS to Year 4.

We plan in one unit of learning that is repeated annually (the eatwell plate) to build on knowledge by generating, developing, modelling and communicating ideas through design and then applying the practical skills of making. The unit enables our children to engage in understanding and recognising where our food comes from and what a healthy meal looks like at different levels from pre school age to key stage 2. Starting by categorising, growing, tasting and preparing food with our youngest children to designing a healthy dish that includes a variety of food groups to give us nutrients and energy, using a range of food preparation techniques to prepare a healthy dish with our oldest children. As well as demonstrating a progression of understanding, skills and vocabulary that the children have, it also recaps previous learning of "the eatwell plate", teaching the children that they have a sense of responsibility for eating healthily and how to adopt healthy eating habits as part of a healthy lifestyle.

Throughout the teaching and learning of Design and Technology at St Mary's, children engage in learning about product design and learn to apply particular skills to create and develop designs. They learn to reflect during and after the process and what they have learned from the process. The children apply the Gospel values, through the process of design decisions and considered reflection on the result of their work.

We plan carefully so that our children have a growing specialist vocabulary and skill set to enable them to develop Design and Technology skills on their learning journey through EYFS and key stages 1 and 2. With the confidence to work with a variety of materials and apply the skills they have learned, they will be able to make more informed decisions and develop their ideas by researching, reflecting, questioning and building on this progressive set of skills and vocabulary to enable them to approach new projects with creative confidence. Single steps lessons through modelling, class discussion, questioning the pros and cons of different design ideas (built on positive behaviour models) enable children to confidently share observations, ideas and concerns about developing a range of design choices.

We utilise skills learned in Forest School sessions in our school grounds to prepare our raised beds in and out of our polytunnel to help children gain an understanding of how food grows and in which season. These first hand experiences hook children into an exciting practical part of the curriculum at a young age and teach them life skills that will give them a deeper understanding of the balance of nature, Global Citizenship (Eco Schools & CAFOD) caring for our environment and the joy of living simply (Laudato Si). Within our mini pyramid of schools we plan alongside our middle school colleagues who in turn plan alongside the upper school colleagues - ensuring curriculum coverage and a progression of skills. CPD and specialist advice is used throughout the key stages.

The planning and delivery of Design and Technology across the school ensures a progression of skills in working with a range of materials, building on technical knowledge and developing specific design skills. It also encourages a love of the subject by linking the project to the wider termly topic being taught. Our Gospel Values prompt our children to consider, choose and take responsibility for

their projects. To build resilience through the process and reflect by evaluating and critiquing the product of their work.

## **Equality of opportunity**

The curriculum has been carefully designed and can be accessed by all learners. SEN students are supported with literacy and numeracy where necessary with teachers planning lessons that are diverse in their range of delivery ( e.g single steps, modelling, discussions, designs, mock-ups,, research group activities - testing and tasting our design/product ).

## **Ensuring student progression**

Within the class setting children are carefully seated so that the PP children and those who have previously been performing below ARE are paired with children who have a deeper understanding and a richer vocabulary. Pairings are monitored throughout the academic year to ensure that everybody progresses with their knowledge, skills , vocabulary and understanding of Design and Technology. The planning of our Design and Technology curriculum has been designed alongside the Design and Technology lead in our main feeder middle school so that the children have the key skills and knowledge needed when they reach middle and upper school. In turn our middle school colleagues plan their curriculum with the local upper school colleagues to ensure progression from reception through to GCSE and A levels.

## **Additional opportunities to learn**

We link our Design and Technology projects to the class topics taught and trips are a central part of wider learning in which these topics are taught; these include a trip to a Victorian school in Yr 1, a trip to Lulworth castle in Yr2 and a trip to Maiden castle and a Roman town house in Yr 3.

Sinead Gannon Design and Technology lead

**“If we all did the things we were capable of, we would literally astound ourselves” Thomas Edison**