



Statement of Intent for Design and Technology

Our School Vision

It's Fun to Learn

At Wedmore First School Academy we are committed to working together.

Valuing each child as a whole and developing our children's curiosity and enthusiasm for learning through an exciting and innovative curriculum.

We strive to encourage every pupil to develop their confidence and potential.

Our wish is to provide children with a firm foundation in preparation for life's challenges and to take away happy memories of their early years with us.

Intent

Why do we teach this?

At Wedmore First School Academy, children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. Children will learn basic cooking skills.

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.

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.

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, 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:

- sewing and textiles
- cooking and nutrition
- electrical and mechanical components
- Using materials

It is important that children develop the skills of a **designer** by fully immersing them in all areas of the subject through:

Well Planned Lessons Children develop designing skills each year building on their prior knowledge. DT is taught throughout other areas of the national curriculum making links to areas. Children are taught about historical and cultural development, learning about significant designers. Children have opportunities to design, make and evaluate creative works using language of design and technology.

Thoughtful Questioning To encourage deeper thinking about creativity and evaluation of Design and Technology. To be able to express their views on design techniques, and analyse works using the language of design and technology.

Discussion Within lessons providing opportunities to celebrate, analyse and feedback points raised by the children.

Display boards used to promote design and technology and establishing and maintaining links with local design projects.

Themed Days Children are given the opportunity to take part in whole school DT activities to celebrate and promote the enjoyment of DT.

External stimuli Children from nursery through to Year 4 are taught about design and technology through our topics, visitors, trips, themed days and exhibitions.

Resources Children have access to a wide variety of DT resources and have opportunities to use a range of media.

Impact

What will this look like?

- *An excellent attitude to learning and independent working.*
- *The ability to use time efficiently and work constructively and productively with others.*
- *The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.*
- *The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.*
- *A thorough knowledge of which tools, equipment and materials to use to make their products.*
- *The ability to apply mathematical knowledge and skills accurately.*
- *The ability to manage risks exceptionally well to manufacture products safely and hygienically.*
- *A passion for the subject.*

At the end of each year children will have gained a progressive and deepening understanding of core **design** skills.

Pupil Voice:

Through discussion and feedback, children talk enthusiastically about their DT lessons and other cross curricular lessons. Children across the school articulate well about the benefits of learning about DT and being creative. A school survey will be regularly taken to monitor children's views.

Evidence of Knowledge:

Children know how and why it is important to learn and develop creative and problem solving skills.

Children know how design and technology has shaped and contributed to the world around us. Children can express enjoyment through DT.

Evidence of Skills:

Children use acquired vocabulary in lessons. Children understand and demonstrate DT skills through work produced. Written work, photographs and products should be used to show progression.

Breadth and Depth:

Teachers plan a range of opportunities to use DT skills and knowledge through creative and inspiring sessions

inside and outside school. Ensuring confidence and skills are at a high, by monitoring, skills audits and INSETS.