

DESIGN and TECHNOLOGY		
INTENT	IMPLEMENTATION	IMPACT
<p>The National Curriculum and EYFS framework provides the basis of our curriculum at Dunalley.</p> <p>The curriculum is carefully planned to ensure progression across the year groups from EYFS to Y6 alongside the opportunity to build on prior knowledge and skills. This is detailed in the progression map and planned units of work. In EYFS there is a planned sequence from Nursery to Reception through the mapped Educational programmes which involve activities and experiences for children, as set out under each of the areas of learning - Physical Development and Expressive Arts and Design.</p> <p>As a school, we believe that our design and technology curriculum:</p> <ul style="list-style-type: none"> enables our pupils to combine practical skills whilst being creative and imaginative. enables our pupils to create a range of structures, products using - mechanisms, textiles and electrical systems and food products all with a real life purpose. enables our pupils to design and make products that solve real and relevant problems within a variety of contexts that support other curriculum areas. actively encourages the children to reuse and recycle materials to make new products as part of developing their awareness of environmental issues. <p>Food technology is implemented across the school with children developing an understanding of:</p> <ul style="list-style-type: none"> where food comes from, the importance of a varied and healthy diet and how to prepare various healthy, savoury products. <p>We actively encourage the children to participate in the growing process in our school garden so they begin to understand seasonality and where food comes from.</p> <p>Where appropriate, other subject areas may provide inspiration for design and technology work.</p> <p>Design and technology work is displayed around the school – in classrooms and communal areas.</p> <p>Opportunities for children to be creative and imaginative through design and technology are also provided through:</p> <ul style="list-style-type: none"> growing in our school garden through Forest school in EYFS and Y1 	<p>Planning is provided through the progression document and the units of work which are based on the Design and Technology Association’s project on a page in Y1-6. In EYFS there is a planned sequence from Nursery to Reception through the mapped Educational programmes which involve activities and experiences for children, as set out under the area of expressive art and design</p> <p>Links are made to other curriculum areas where relevant as detailed on the planning.</p> <p>Children have the opportunities to:</p> <ul style="list-style-type: none"> plan make evaluate their work when completing the units <p>DT work is recorded in their foundation subject book – plans and evaluations along with a photograph of their product</p> <p>DT is taught each term by class teachers. It may be taught as a series of lessons or may be taught during a block of 2 days – each unit is planned for approx. 8-10 hours</p> <p>At the end of each unit children will have produced a model or food product and completed planning and evaluating as part of the process</p> <p>We ensure that all children can access learning by: explicit instruction, reducing cognitive overload, scaffolding, use of flexible groupings based on AfL, using technology where appropriate examples include -</p> <ul style="list-style-type: none"> Modelling the task Small group or 1:1 support where and when necessary (guided practice) Afl strategies used in the classroom to assess children’s learning and adapt teaching or tasks where necessary and use flexible groupings <p>Additional support for SEND or EAL children can be provided by:</p> <ul style="list-style-type: none"> Pre-teaching vocabulary prior to beginning the topic Seating children alongside good role models to support one another and using as talk partners Providing visual or practical prompts, scaffolding prompts such as writing frames Providing adapted tools where necessary – with support from the SENCO 	<p>Assessment</p> <ul style="list-style-type: none"> teachers complete assessment sheets at the end of each unit of work against agreed criteria for the unit in Y1-6 assessment at the end of Reception is completed using the Early Years Foundation stage profile using the Early Learning Goals – creating with materials which support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1. <p>Books</p> <ul style="list-style-type: none"> knowledge, understanding and skills progress through the school as detailed in the units of work and the progression document this will be evident through reviewing their books and final outcomes <p>Pupil voice</p> <p>Children will be able to articulate their learning in art and design by:</p> <ul style="list-style-type: none"> talking about the techniques they have learned and evidencing these in their work discussing their design work though books and products created using subject vocabulary <p>Monitoring</p> <p>The subject leader monitors the subject through:</p> <ul style="list-style-type: none"> ensuring coverage of the units of work reviewing books and final outcomes a selection will be kept as evidence pupil conferencing to ensure that pupils are able to articulate their learning lesson observations / learning walks support to teachers in developing subject knowledge subject review by link Governor