

## **Curriculum statement DT (Design Technology)**

### **Intent**

We aim for Design and Technology to provide children with the opportunity to gain independence in their learning as their skills progress from EYFS to Year 6, allowing them to have confidence in themselves and the ability to think creatively and practically.

We are committed to ensuring that children are inspired and enthusiastic about the opportunities provided at Claremont Primary School, and we aim for children to develop transferable and relevant skills through our delivery of the Design and Technology curriculum.

We actively encourage children to explore and analyse a range of existing products and then use this information to inform the development and direction of their own ideas.

We aim for children to gain confidence in using the correct tools and materials required for their desired purpose and to evaluate thoroughly, thinking practically about how to best improve their work.

Children will enhance their technical knowledge in a range of contexts including materials and textiles, construction and mechanics and cooking and nutrition.

A high proportion of our children have English as an Additional Language (EAL) so we ensure that teachers and TA's incorporate key vocabulary and clearly model skills using visual aids, ICT and cues to enhance the learning. We ensure our curriculum includes enrichment experiences such as visiting shops to enable children to make links to their own lives and other curriculum subjects. All children are given the opportunity to access the curriculum at their level and are provided with the resources required to enhance their understanding.

### **Implementation**

At Claremont Primary School the curriculum in place for all learners is organised through the Early Years Foundation Stage framework and the early learning goals (ELG's) in the Early Years Foundation Stage and the National Curriculum for Design and Technology for years 1-6. Plans have been developed to provide a clear framework of progression. This allows pupils to gain the skills they need to fully engage with the current learning objectives, and prepares the foundation for further knowledge development as pupils move through the school.

Children in the Early Years learn about Exploring and using media and materials through the specific area of Expressive Arts and Design. They are encouraged to experiment, make and design using a variety of materials and the teachers observe and record their learning on Tapestry as evidence.

In years 1-6 Children begin each unit by creating a plan, which they edit and improve once they have developed their skills and knowledge, ensuring that their design criterion is clear and that new learning is evident. Once a clear plan has been developed, children use appropriate materials and equipment to make the product, showing that they are reflective learners by questioning and improving their product as part of the making process. Once they have a finished product, children will evaluate their product based on the original design criterion. Children are able to enhance their technical knowledge through research and discussion during topics and they are encouraged to develop an investigative mind-set through research and design, allowing them to expand their own knowledge of a product and challenge themselves to make improvements when making their own.

We are members of the Design Technology association which gives support to teachers and access to quality resources and supports us to provide high quality learning for our children

### **Impact**

At Claremont, we aim to provide high quality teaching of Design and Technology and ensure that we encourage children to be confident in their skills, ensuring progression through school.

Through quality teaching, we ensure that children are able to:

- Enhance their technical knowledge and grow confidence in the subject, eventually being able to independently select materials and tools based on their design.
- Thoroughly research existing products, considering what they feel are the strengths and weaknesses of products and allowing this to impact their design.
- Explore different ways of making a product, and continuously evaluate and improve as part of the making process.
- Be reflective learners, consider what went well and what could be improved and respond to this by improving the product.