

**Common Road Infant and Nursery School
Design and Technology
Curriculum Statement**

‘Flying High Together’

We aim to encourage our children to design, make and evaluate products and become successful design technicians.

Intent

Implementation

Impact

The Foundation Subjects

In order to build on the practice in EYFS we have an agreed approach in KS1 as to how the foundation subjects are taught. We primarily focus on providing the children with opportunities to experience ‘first hand’ so they can improve their skills practically and begin to embed knowledge so that it becomes ‘sticky learning’.

We know that the majority of our children’s life experiences are below ARE and our priority is to make subject content relevant and bring subjects ‘alive’ so they can physically immerse themselves in this using speaking & listening, drama, role play, re-enactment and practical activity.

We also ensure that there is evidence of children transferring skills from core subjects especially from RWI and writing lessons.

The aim is for the children to see learning as a whole experience and the expectation that skills and rules are applied across the curriculum naturally.

Our ambition is to grow and nurture our children’s creativity so that they will be able to use their imagination, develop their knowledge and skills and let their personalities flourish through D&T. Our children have few opportunities outside of school to develop D&T skills, therefore we aim to develop a skills based approach, which allows children to build up their learning throughout the key stage. We know that on entry to Nursery, fine and gross motor skills are below age related expectations and so specific programmes are built into other curriculum subjects to support this i.e write dance, fine motor skill, Lego therapy all of which enhance our D&T work. Our priority is to ensure that the children are confident learners able to think creatively, question and problem solve.

Our D&T curriculum is taken from the National Curriculum and we use the key objectives to develop a detailed logical sequence of learning that teachers can confidently build on. All learning begins with a review of previously learnt knowledge and skills to ensure that children can build on and broaden their understanding. It is all about how the children are able to apply their knowledge and skills into practice across the curriculum as a whole. For this reason we have identified key skills that the children need to be able to do well within the D&T curriculum to be able to transfer them to other subjects e.g using scissors, cutting, sticking accurately etc. Our Knowledge organisers are used to support learners to identify key skills and vocabulary (sticky learning) to develop long term memory and also help when learning at home. Staff will model key vocabulary within units of work, which we see as essential for the progression of

All children will have a developing understanding of design and technology, a secure skill base and knowledge that is appropriate to their age level. The children will gain a breadth of vocabulary that will support and extend their knowledge and understanding. All children will gain self-confidence, they will be able to confidently discuss appropriate products and techniques. They will be able to discuss their own work and the work of others to identify strengths and areas for development. The children will develop their creativity and imagination through designing and having the freedom to explore. Due to low starting points children are exposed from nursery to using a variety of resources and equipment. They will therefore gain confidence and skill when using and

**EVERYTHING
YOU CAN
IMAGINE
IS REAL**

children's skills. First-hand experience is the driver for D&T that allows the children to put their ideas into practice. Children have the opportunity to discuss their ideas, findings and share their new found knowledge with others.

discussing a variety of equipment and techniques.



The curriculum leader will:

- Share curriculum expectations effectively to support teaching and delivery.
- Ensure an appropriate progression of knowledge is in place which supports children in knowing more and remembering more as design technicians.
- Ensure an appropriate progression of design and technology skills and knowledge is in place over time so that pupils are supported to be the best technicians they can be. This includes challenge to support all children.
- Ensure an appropriate progression for vocabulary is in place which builds on prior learning.
- Ensure that appropriate time and funding is given to develop their curriculum intent.

Our learning areas will:

- Provide the children with high quality equipment and resources for each area of the curriculum.
- Displays will include high quality evidence of learning and carefully chosen vocabulary
- Pupils will work in small groups or whole class as appropriate.



Recorded evidence will show that:

- Children have had opportunity to practice skills and record what they know.
- Pieces of work which show case the skills learned and knowledge gained.
- Clear progression of skills in line with expectations set out in the progression grids.
- Over time, the children have developed a range of skills and techniques across all of the areas of the design and technology curriculum.



The class teacher will, with support from the curriculum leader:

- Create teaching plans which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

Our children will be:

- Engaged learners – able to ask questions confidently
- Resilient learners – who understand their own strength and areas for development.
- Able to review their own work and talk about how they can improve it.

The curriculum leader will:

- Celebrate the successes of children in assembly, parent's meetings, information meetings, governor reports and displays around school.
- Collate evidence over the year which evidences that the children know more and remember more.



- Enjoy learning in a safe environment which gives them opportunities to explore their own creative development.
- Nurtured to overcome any barriers to their learning and develop their self-confidence.
- Develop design and technology skills and confidence over time as a result of quality first teaching

- Monitor the standards in the subject to ensure that outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.