THE VAYNOR CURRICULUM
DESIGN & TECHNOLOGY ONE PAGE OVERVIEW

"Inspired to be the best that I can be!"

INTENT:

Love for Learning:
Children will develop a love for Design and Technology and embrace the learning opportunities to be self-confident, motivated problem solvers inspired by engineers, designers, chefs, and architects with the drive to change our world and perspectives. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth, and wellbeing of the nation.

Enquiring Minds:
Children will develop critical thinking and problem-solving skills that are applied to real life contexts. We strive to empower our pupils to become competent problem solvers able to use the language, technical knowledge and understanding of the processes of design to solve real life problems.

World Wise:
Design and technology are all around us. The skills developed will enable our pupils to play an active part in the world giving insight into the worlds of textiles, electronics, mechanics, structures, food production and design whilst understanding how key events and individuals have helped to shape our global world.

To ensure progression throughout each year group, D&T has been mapped into themes. By doing this, our children build on previous design and technology knowledge and skills taught and each year they see how these relate to each theme.

CORE CONCEPTS IN DESIGN & TECHNOLOGY				
Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition

VAYNOR VALUES	LEARNING SUPERPOWERS	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

Our Design and Technology curriculum ensures knowledge and skills are progressive and sequenced to provide a framework which supports the development of self-confident and motivated problem solvers. Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world.

Cooking and nutrition
As part of their work with food, children are taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

How Design & Technology is mapped across the school:

OUR BIG IDEAS

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	Making models	Sliders, levers and flaps	Textiles	Linkages and levers	Electrical systems
Spring	Basic tool safety	Cooking and nutrition	Wheels and axels	Cooking	Textiles
Summer	Healthy living	Free standing structures	Cooking and nutrition	Shell structures	Cooking and nutrition

Approach to Learning:

The curriculum is mapped using the core concepts. Lesson content is planned towards these as progression points and follows a model of direct instruction, shared and modelled practice before culminating in independent practice and opportunities for application of skills. Children are also provided with practical and 'hands on' experiences to gain knowledge and skills. D&T allows pupils to demonstrate their knowledge and understanding by enabling extended design projects resulting in a final product. Discrete lessons teach the skills of designing, product evaluation and background knowledge across all areas in predominantly blocked units giving pupils the dedicated time to research, develop and evaluate their projects.

Approaches to Recording:

- Creative books
- WALTS and steps to success
- Photographs and digital recordings.

Monitoring:

- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

D&T Specific Impact Measures
Observation, questioning, and discussion is used as a method of assessing pupils design and technology skills and knowledge. Retrieval practice tasks are used in and across lessons to consolidate previous learning. Writing opportunities provide assessment of evaluations and knowledge across the curriculum.

Tracking and Recording Assessments

We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.