# DESIGN TECHNOLOGY

**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY SCHOOLS**

# NATIONAL CURRICULUM STATEMENT

**Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Aims**

The national curriculum for design and technology aims to ensure that all pupils:

☐ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

☐ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

☐ critique, evaluate and test their ideas and products and the work of others

☐ understand and apply the principles of nutrition and learn how to cook.

# EYFS CURRICULUM

- The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.

- A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

- Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

- Subject leads must also consider that EYFS does not operate in discrete subjects but rather through class themes and child interests, a particular focus/observation may be littered with references to several of the subject areas found within the National Curriculum.

# EYFS ELGS NEW FRAMEWORK

- **Expressive Arts and Design:**
- **Creating with materials:**
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- **Being Imaginative and Expressive:**
- Invent, adapt and recount narratives and stories with peers and their teacher.
- **Physical Development: Fine Motor Skills:**
- Use a range of small tools, including scissors

# OUR INTENT

By the time our children leave our school, our Design Technology provision aims to have sparked children's creativity and imagination and provided them with the practical skills to bring their ideas to life. They will be confident in designing products, working with a range of tools and materials, developing their evaluative thinking and understanding and applying the principles of nutrition.

# The Federation of the Church Schools of Shalfleet and Yarmouth
# Curriculum for Learning Overview

**What are we trying to achieve?**

**Lifelong Achievement**

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

**Curriculum Values**

- **Relationships** – We have strong partnerships and positive relationships
- **Determination** – We are determined to do our very best to achieve
- **Respect** – We show respect to others and the environment

**Design principles to inspire & challenge**

- Coherent learning links and pathways
- Strong working partnerships
- High quality outcomes, deep learning
- Valuing all children, learning is accessible to all
- Challenging, engaging and motivating
- Opportunities for memorable experiences
- Promotes independence and curiosity
- Broad, relevant and balanced – Local, Mainland, Global

**How do we implement ?**

**Components**

The curriculum as the entire planned learning experience

Lessons | Topics | Events/Trips | Environment | Enrichment/Inspire | Partnerships

**Teaching for Learning**

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

**Approaches**

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

**EYFS/National Curriculum**

CLL | PSED | PD | Literacy | Maths | UW | EAD

Eng | Ma | Sci | Comp | D&T | Hist | Geo | A&D | Music | PE | MFL | PSHE | RE

**What is the impact?**

**Successful Learning**

- Positive relationships and interactions
- Appropriate learning opportunities understood by pupils
- Children understand how to be successful
- Oral and written feedback that has impact
- Dialogic talk and rich questioning
- Developing meta-cognition
- Moderation underpins standards
- Effective use of assessment driving tailored learning
- Target setting and review

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

**Our curriculum impact can be measured by…**

Evidenced by…

- High achievement and outcomes for all across the curriculum
- Good behaviour, positive attitudes and high attendance
- Teaching that is engaging and consistently good for all
- Motivated teams & positive learning culture
- Confident, kind, respectful, determined learners

# DESIGN AND TECHNOLOGY AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH

**Federation Vision for Design and Technology – Intention for Children**

By the time our children leave our school, our design and technology provision will have enabled them to make an array of products for different purposes and for a variety of real world contexts. Becoming resourceful and innovative, learning skills that will impact on their daily lives in the wider world.

**Big Ideas**

- Design – Using research and developed design ideas that are fit for purpose amongst a multitude of platforms.
- Make – Using a range of equipment and tasks to perform practical tasks on a wide range of materials and components.
- Evaluate - analysing a range of existing products as well as the practicality of their created work.
- Technical knowledge – To manipulate their designs to be as effective as possible.
- Cooking and Nutrition – Applying the principles of healthy eating and nutrition to their own cooking.

**Content and Sequencing (Broad, relevant and balanced)**

- Designing purposeful and appealing products (KS1) using research to aid design (KS2)
- Ideas communicated through discussion and templates (KS1) using a much broader range such as diagrams and prototypes (KS2)
- Selecting a wide range of materials according to characteristics (KS1) selecting according to their functional properties and aesthetic qualities (KS2)
- Evaluate existing products (KS1) evaluating their own products (KS2)
- Building structures with basic characteristics (KS1) developing products for a range of purposes (KS2)
- Using the basic principles of a healthy diet to prepare dishes (KS1) understanding seasonality and preparing predominately savoury dishes (KS2)

**Vision for the Federation Learning Principles in Design and Technology**

| Coherent Learning Links and Pathways: | Strong Working Partnerships: | High Quality Outcomes/Deep Learning: | Valuing All Children/Accessible Learning: | Challenging, Engaging and Motivating: | Opportunities for Memorable Experiences: | Promotes Independence and Curiosity: | Local, Mainland and Global: |
|---|---|---|---|---|---|---|---|
| Design skills draw regularly on art, computing and maths skills whilst the technical side of the product's creation will link in with science too. | Children having opportunities to discuss and improve design ideas together. Co-operating to produce a range of final products. | Designing products with an increased technical difficulty for a range of purposes. | All children in our Federation have opportunities to achieve the same end goal for their product as every other member of the class. | Children being challenged to redesign and increase complexity within a range of technological aspects. | Children being given life-long memories of the first time they completed an important life skill within our school. | Children through exploration will design, refine and trial a range of products directly inspired by their ideas. | Children will be able to develop a critical understanding of a variety of products' impact daily life and the wider world. |

**Links with English and Maths**

**Maths:** Measurement – all types Angles, shape, ratio, four operations.
**English:** Instructional writing, evaluation writing, structuring a plan, learning specific vocabulary.

**Progress**

Structures will incorporate the use of technical knowledge appropriate for the key stage – moving from being taught to using their own initiative.
Creations will show the use of increasing complexion within their design exemplifying a repertoire in children's knowledge and understanding appropriate for their key stage.

**Support**

Everyone has access to the design and technology National Curriculum.
Children will be supported with recapping any basic skill not achieved in previous year groups.
Simplification of designs so that children can still achieve the end goal of the task.

# PROGRESSION OF SKILLS

1. Knowledge
2. Skills
3. Vocabulary
4. Resources
5. Overview of coverage

The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

| Design and Technology: | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---|---|---|---|---|
| Knowledge | **Design:**<br>• **Expressive Arts and Design:**<br>• **Creating with materials:**<br>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br>• Share their creations, explaining the process they have used.<br>• Make use of props and materials when role playing characters in narratives and stories.<br>• **Being Imaginative and Expressive:**<br>• Invent, adapt and recount narratives and stories with peers and their teacher.<br>• **Physical Development: Fine Motor Skills:**<br>• Use a range of small tools, including scissors<br>• **Personal, Social and Emotional Development**<br>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating<br>• **Communication and Language**<br>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. | **Design:**<br>• Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.<br>• State what products they are designing and making.<br>• Say whether their products are for themselves or other users.<br>• Describe what their products are for.<br>• Say how their products will work.<br>• Say how they will make their products suitable for their intended users<br>• Use simple design criteria to help develop their ideas<br>**Make:**<br>• Plan by suggesting what to do next.<br>• Select from a range of tools and equipment, explaining their choices.<br>• Select from a range of materials and components according to their characteristics.<br><br>**Evaluate:**<br>• What products are<br>• Who products are for<br>• What products are for<br>• How products work<br>• How products are used<br>• Where products might be used<br>• What materials products are made from<br>• What they like and dislike about products<br><br>**Technical Knowledge:**<br>• The simple working characteristics of materials and components.<br>• The movement of simple mechanisms such as levers, sliders, wheels and axles.<br>• How freestanding structures can be made stronger, stiffer and more stable.<br>• 3-D textiles product can be assembled from two identical fabric shapes.<br>• Food ingredients should be combined according to their sensory characteristics. | **Design:**<br>• Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.<br>• Describe the purpose of their products.<br>• Indicate the design features of their products that will appeal to intended users.<br>• Explain how particular parts of their products work.<br><br>**Make:**<br>• Select tools and equipment suitable for the task.<br>• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.<br>• Select materials and components suitable for the task.<br>• Explain their choice of materials and components according to functional properties and aesthetic qualities.<br>• Order the main stages of making.<br><br>**Evaluate:**<br>• Research inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.<br>• Who designed and made the products.<br>• Where products were designed and made.<br>• When products were designed and made.<br>• Whether products can be recycled or reused.<br><br>**Technical Knowledge:**<br>• How to use learning from science to help design and make products that work.<br>• How to use learning from mathematics to help design and make products that work<br>• That materials have both functional properties and aesthetic qualities.<br>• That materials can be combined and mixed to create more useful characteristics. | **Design**<br>• Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment<br>• Describe the purpose of their products<br>• Indicate the design features of their products that will appeal to intended users<br>• Explain how particular parts of their products work<br>• Share and clarify ideas through discussion.<br><br>**Make**<br>• Select tools and equipment suitable for the task.<br>• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.<br>• Select materials and components suitable for the task.<br>• Explain their choice of materials and components according to functional properties and aesthetic qualities.<br>• produce appropriate lists of tools, equipment and materials that they need.<br>• Formulate step-by-step plans as a guide to making.<br><br>**Evaluate**<br>• Research inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.<br>• How much products cost to make.<br>• How innovative products are<br>• How sustainable the materials in products are.<br>• What impact products have beyond their intended purpose.<br><br>**Technical Knowledge**<br>• How to use learning from science to help design and make products that work.<br>• How to use learning from mathematics to help design and make products that work<br>• That materials have both functional properties and aesthetic qualities.<br>• That materials can be combined and mixed to create more useful characteristics.<br>• That mechanical and electrical systems have an input, process and output.<br>• The correct technical vocabulary for the projects they are undertaking. |

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| | | • The correct technical vocabulary for the projects they are undertaking.<br><br>**Cooking and Nutrition:**<br>• That all food comes from plants or animals<br>• That food has to be farmed, grown elsewhere (e.g. home) or caught<br>• Name and sort foods into the five groups in The eatwell plate<br>• That everyone should eat at least five portions of fruit and vegetables every day | • That mechanical and electrical systems have an input, process and output.<br>• The correct technical vocabulary for the projects they are undertaking.<br><br>**Cooking and Nutrition:**<br>• That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.<br>• That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate.<br>• That to be active and healthy, food and drink are needed to provide energy for the body. | **Cooking and Nutrition**<br>• That seasons may affect the food available.<br>• How food is processed into ingredients that can be eaten or used in cooking.<br>• That recipes can be adapted to change the appearance, taste, texture and aroma.<br>• That different food and drink contain different substances – nutrients, water and fibre – that are needed for health. |
| **Skills** | **Design:**<br>Use child led learning from home, school experiences and class stories to design and generate meaningful products to match children's interests.<br><br>Develop and communicate their ideas to adults and peers, using adult questioning to expand children's thoughts/ideas.<br><br>Make simple plans and drawings to represent ideas and share.<br><br>Use technology to gain ideas and information about their project and use to record children's ideas.<br><br>Make:<br>Children use a range of materials within the indoor and outdoor classroom to construct their idea.<br><br>They select tools to begin to measure out, cut and join materials. Use safely tools safely to maintain their own and other's safety.<br><br>Children modify design and ideas as necessary as their model evolves.<br><br>Children apply finishing touches to complete their product, considering purpose and audience.<br><br>Evaluate:<br>With adult interactions and discussions with peers, children talk about their design and what they are making. | **Design:**<br>• Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas.<br>• Develop and communicate ideas by talking and drawing.<br>• Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.<br>• Use information and communication technology, where appropriate, to develop and communicate their ideas.<br><br>**Make:**<br>• Follow procedures for safety and hygiene.<br>• Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.<br>• Measure, mark out, cut and shape materials and components.<br>• Assemble, join and combine materials and components.<br>• Use finishing techniques, including those from art and design.<br><br>**Evaluate:**<br>• Talk about their design ideas and what they are making.<br>• Make simple judgements about their products and ideas against design criteria.<br>• Suggest how their products could be improved.<br><br>**Technical Knowledge:**<br>• See knowledge section above<br><br>**Cooking and Nutrition:**<br>• How to prepare simple dishes safely and hygienically, without using a heat source. | **Design:**<br>• Gather information about the needs and wants of particular individuals and groups.<br>• Develop their own design criteria and use these to inform their ideas.<br>• Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.<br>• Use computer-aided design to develop and communicate their ideas<br><br>**Make:**<br>• Follow procedures for safety and hygiene.<br>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.<br>• Measure, mark out, cut and shape materials and components with some accuracy.<br>• Assemble, join and combine materials and components with some accuracy.<br>• Apply a range of finishing techniques, including those from art and design, with some accuracy<br><br>**Evaluate**<br>• Identify the strengths and areas for development in their ideas and products.<br>• Consider the views of others, including intended users, to improve their work.<br>• Refer to their design criteria as they design and make.<br>• Use their design criteria to evaluate their completed products.<br>• How well products have been designed.<br>• How well products have been made.<br>• Why materials have been chosen. | **Design**<br>• Recap LSK2<br>• Carry out research, using surveys, interviews, questionnaires and web-based resources.<br>• Identify the needs, wants, preferences and values of particular individuals and groups.<br>• Generate innovative ideas, drawing on research.<br>• Make design decisions, taking account of constraints such as time, resources and cost.<br>• Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.<br>• Use computer-aided design to develop and communicate their ideas.<br><br>**Make**<br>• Follow procedures for safety and hygiene.<br>• Use a wider range of materials and components than KS1 & LKS2, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.<br>• Accurately measure, mark out, cut and shape materials and components.<br>• Accurately assemble, join and combine materials and components.<br>• Accurately apply a range of finishing techniques, including those from art and design.<br>• Use techniques that involve a number of steps.<br>• Demonstrate resourcefulness when tackling practical problems.<br><br>**Evaluate**<br>• Identify the strengths and areas for development in their ideas and products.<br>• Consider the views of others, including intended users, to improve their work.<br>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.<br>• Evaluate their ideas and products against their original design specification. |

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| | They explain their choices of design / colour etc and demonstrate the product's use, suggesting who may use it and why.<br><br>Through adult interactions and questioning, children suggest ideas of how their product could be improved or modified.<br><br>**Technical Knowledge:**<br>• See knowledge section above.<br><br>**Cooking and Nutrition:**<br>Children prepare simple dishes safely and hygienically.<br><br>Through adult interactions, children consider and discuss the nutritional value of ingredients/meals and their role in supporting a healthy balanced diet.<br><br>Use techniques such as cutting, peeling and grating.<br><br>Observe use of machinery in process of preparing simple dishes, including blenders, mixers, toasters. | • To use techniques such as cutting, peeling and grating. | • What methods of construction have been used.<br>• How well products work.<br>• How well products achieve their purposes.<br>• How well products meet user needs and wants.<br><br>**Technical Knowledge**<br>• How mechanical systems such as levers and linkages or pneumatic systems create movement.<br>• How simple electrical circuits and components can be used to create functional products.<br>• How to program a computer to control their products.<br>• How to make strong, stiff shell structures.<br><br>**Cooking and Nutrition**<br>• How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.<br>• How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. | **Technical Knowledge**<br>• How mechanical systems such as cams or pulleys or gears create movement.<br>• How more complex electrical circuits and components can be used to create functional products.<br>• How to program a computer to monitor changes in the environment and control their products.<br>• How to reinforce and strengthen a 3D framework.<br><br>**Cooking and Nutrition**<br>• How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.<br>• How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. |
| **Key Vocabulary** | Product, plan, use/purpose, audience.<br><br>Design, make, build, cut, join, all tool/resources names.<br><br>Healthy, balanced diet, nutrition, body, ingredients, method, meal, recipe.<br><br>Evaluate, modify, improve, share, explain. | See MTP for specific detail | See MTP for specific detail | See MTP for specific detail |
| **Resources** | **Tools for idea building:**<br>Pencils, pens, long rolls of paper (wallpaper), chalk, felts.<br><br>**Tools for cutting and joining:** saws, hammers, cutting boards, non electronic hand drills, hole punches (including single hand held hole punches), scissors, rulers, string, range of tapes, range of materials (wood, fabric, plastic – junk modelling),<br><br>**Cooking equipment** – boards, mixing bowls, knives, cutlery, plates, wooden spoons, whisks (hand and electrical), scales, utensils, sieve, grater, timer, blender, toaster, mixer.<br><br>**Resources for finishing effects:**<br>Linked to art and design resources | Resources appropriate to design, product and form.<br><br>https://www.stem.org.uk/resources | Resources appropriate to design, product and form.<br><br>https://www.stem.org.uk/resources | Resources appropriate to design, product and form.<br><br>https://www.stem.org.uk/resources |

| | EYFS | YR1 | YR2 | YR3 | Y4 | YR5 | YR6 |
|---|---|---|---|---|---|---|---|
| Autumn term | Explore a variety of materials and tools.<br>Child led learning | Cooking and Nutrition | Cooking and nutrition-dips from around the world | Stone Age houses<br>Stone Age food, production and cooking | Ancient Egyptians<br>Making Chariots | Earth and Space<br>Make a solar system | Types of shelter<br>WW2<br>Making Anderson shelters |
| Spring term | Expressing our ideas through materials and construction.<br>Child led learning | Design a Pirate Ship | Victorian inventions<br>Victorian pinhole camera | Make a Sun Dial<br>Research of Mediterranean food | The Romans are coming<br>Design and make a Roman shield | Viking boats<br>Create own Viking boat | Wicked weather<br>Research inventors, Designers, engineers |
| Summer term | Evaluate our ideas. Explore materials.<br>Child led learning | Design a lighthouse | Create their own toy | Greek building sculptures | South America<br>Chocolate packaging<br>Taste testing | Cooking and nutrition<br>Packaging<br>Electrical element | Mayan food<br>Design and Make a moving toy |

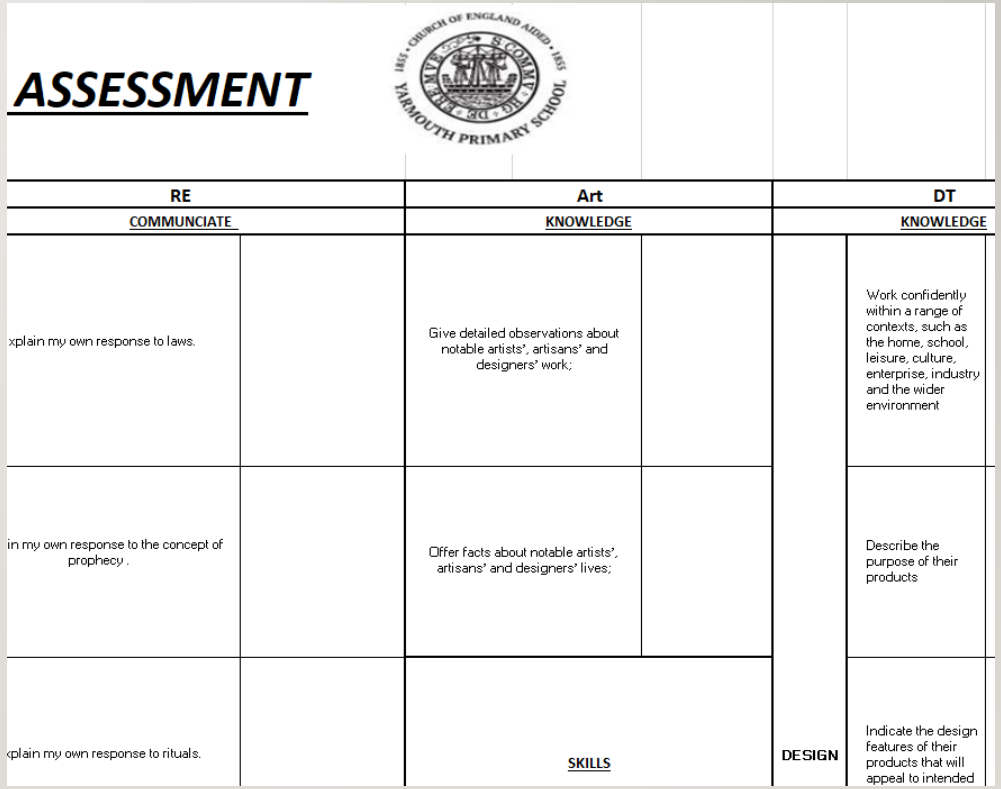
# OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the Design Technology subsections. This can influence next steps for pupils and the level of support needed.
I will use assessment to analyse summative data through the monitoring and evaluating process.

***Key DT targets for each sequence of lessons and children should be assessed against these.***

*The assessment model is designed to support all pupils to access the computing curriculum and also challenge higher attaining pupils.*

The assessment of DT is supported by the targets from the DT progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.



***ASSESSMENT***

| RE | | Art | | DT | |
|---|---|---|---|---|---|
| COMMUNCIATE | | KNOWLEDGE | | | KNOWLEDGE |
| xplain my own response to laws. | | Give detailed observations about notable artists', artisans' and designers' work; | | | Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment |
| in my own response to the concept of prophecy . | | Offer facts about notable artists', artisans' and designers' lives; | | | Describe the purpose of their products |
| xplain my own response to rituals. | | SKILLS | | DESIGN | Indicate the design features of their products that will appeal to intended |

Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

| | DT | | Music | | French | |
|---|---|---|---|---|---|---|
| | KNOWLEDGE | | KNOWLEDGE | | LISTENING | |
| | Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment | | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | Understand and respond to spoken and written language from a variety of authentic sources | |
| | Describe the purpose of their products | | To improvise and compose music for a range of purposes using the inter-related dimensions of music | | SPEAKING | |
| DESIGN | Indicate the design features of their products that will appeal to intended users | | To listen with attention to detail and recall sounds with increasing aural memory | | Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation | |
| | Explain how particular parts of their products work | | To use and understand staff and other musical notations | | Give a short prepared talk, on a topic of choice, including expressing opinions - e.g.talking on a familiar subject; describing a picture or part of a story; making a presentation to the class | |
| | | | | | | |

# MONITORING AND EVALUATING

Impact of the implementation of the Design Technology curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

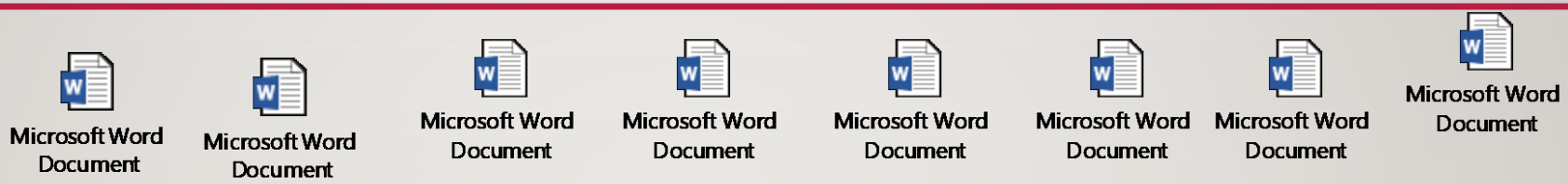
**EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)**

# DT

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

# PLANNING- MTPS

Yarmouth




Shalfleet

# SPRING MTPS

- Yarmouth

Microsoft Word Document
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- Shalfleet

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Microsoft Word Document
Microsoft Word Document
Microsoft Word Document

# SUMMER MTPS

- Yarmouth

Microsoft Word Document

Microsoft Word Document

Microsoft Word Document

Microsoft Word Document

Microsoft Word Document

- Shalfleet

Microsoft Word Document

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Microsoft Word Document

# YARMOUTH- BEACH CLASS EYFS AUTUMN

**DT evidence**

**Beach Class Autumn 1**

Creating with Materials: Share their creations, explaining the process they have used.

Cooking activities: Making Crumbles, including gathering ingredients.

Beach Class


Making crumble

Construction

London Landmarks

# BEACH CLASS

Wreath making
Clay Christmas decorations
Nativity headbands

# SPRING BEACH CLASS

Designing and making boats and ships- paper mache boats

Making book characters

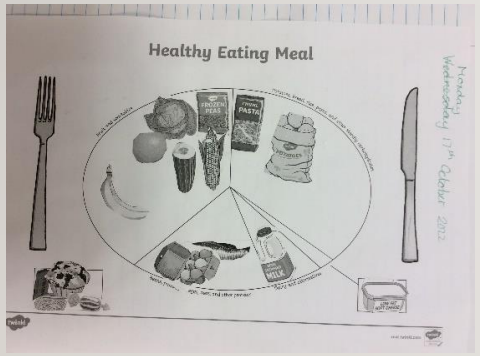
Making food for The Tiger Who Came to Tea

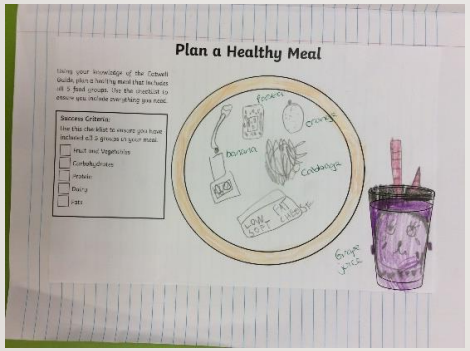
Making Chinese Drums For Chinese New Year

# BEACH CLASS SUMMER

Tye die flag making Making Evil Pea and Supertato


# YARMOUTH YEAR 1 AUTUMN




Plan a healthy meal
Christmas decorations

# YARMOUTH SUMMER YEAR 1

Design and make a lighthouse

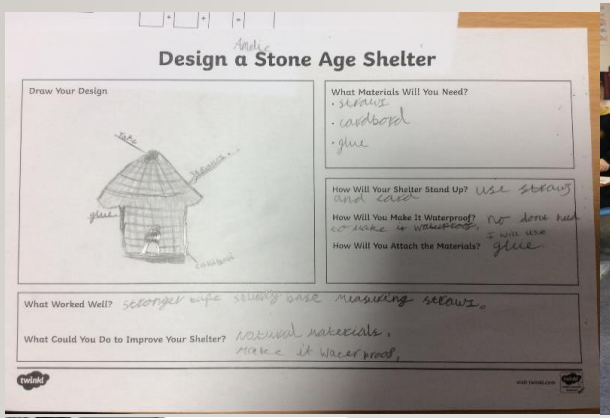
From The Lighthouse Keeper's Lunch

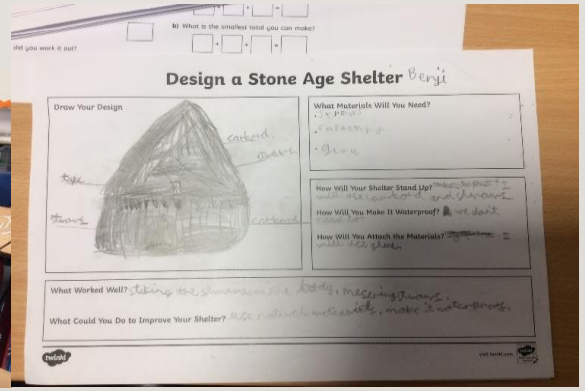
# YARMOUTH YEAR 2

Making gingerbread men

Making bird feeders

# YARMOUTH YEAR 3 AUTUMN



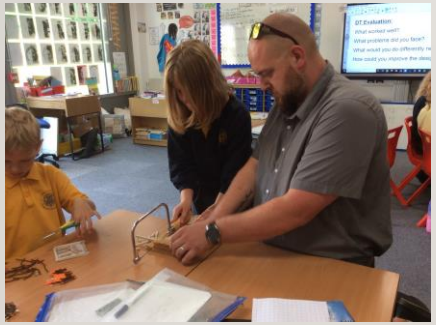




Design, make and evaluate a Stone Age Shelter

# YEAR 3 SPRING

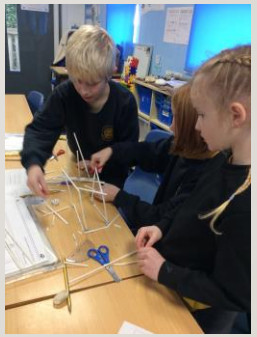
Greek food
Making Greek salad
And  making
Meditteranean pizzas

# YEAR 3 SUMMER



Design, make and evaluate

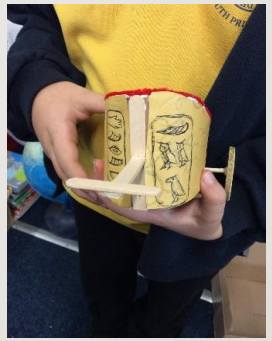
**L.O. To design my own wooden labyrinth.**

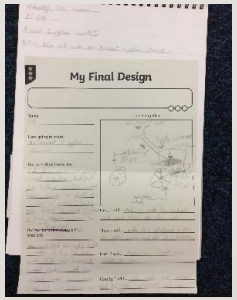


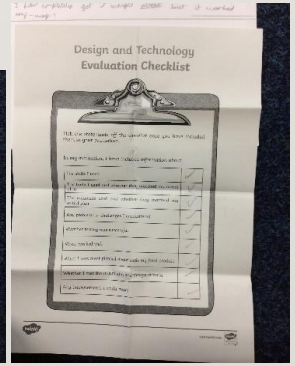
# YARMOUTH YEAR 4

Year 4 Ancient Egyptians







# SPRING YEAR 4

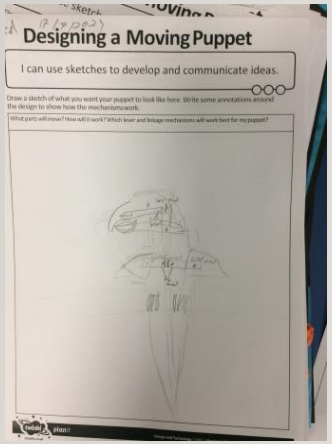
Designing, making
and testing Roman shields

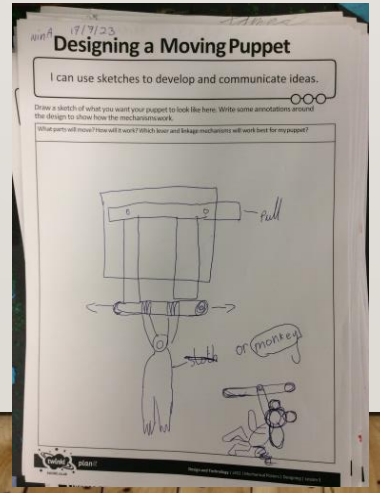






# YEAR 4 SUMMER



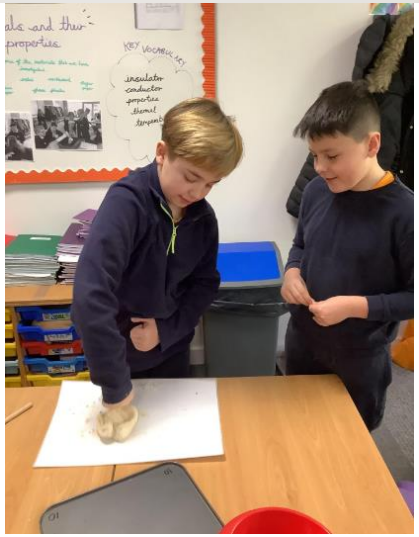



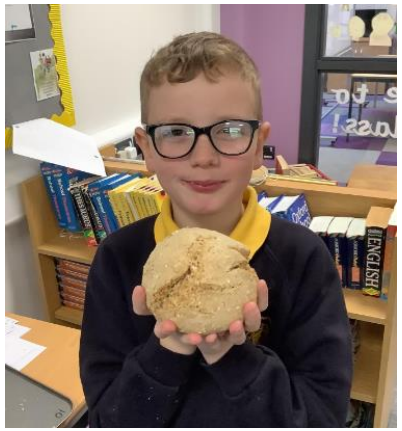
# YARMOUTH YEAR 5



Plan and design a 3D sculpture
Space
Making Planets using papermache

# YARMOUTH YEAR 5 SPRING





During DT day, we have been trying out some Anglo Saxon recipes. These photos show us making honey shortbread, peasant bread and royal bread. We used a variety of skills including weighing, measuring, mixing, kneading and teamwork. We all sampled what each other had made and thoroughly enjoyed trying them!

# YEAR 5 SPRING

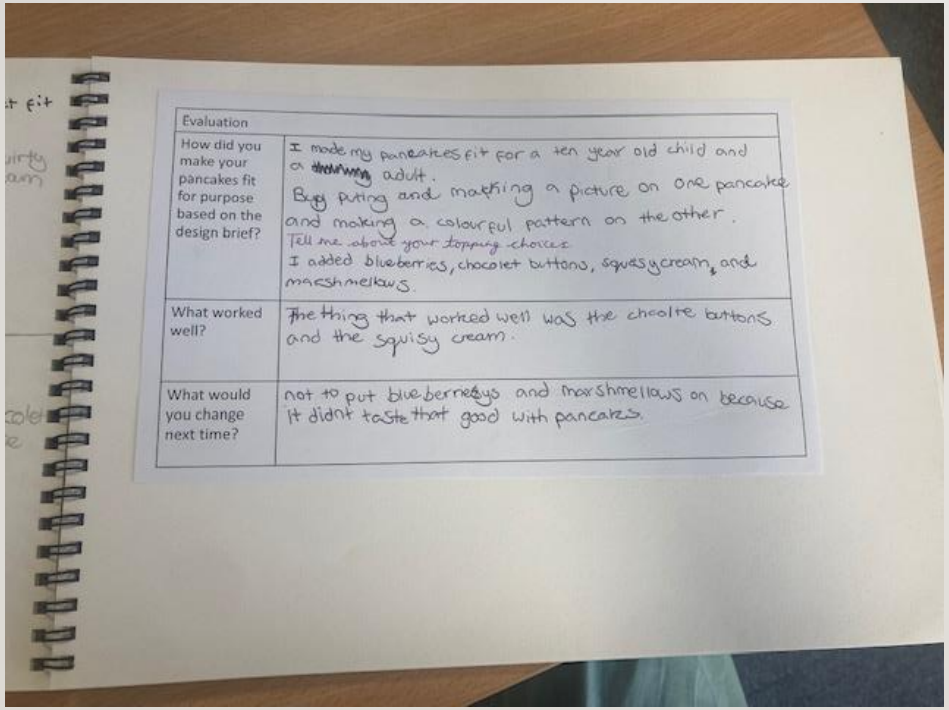
Designing, making and testing Viking Boats





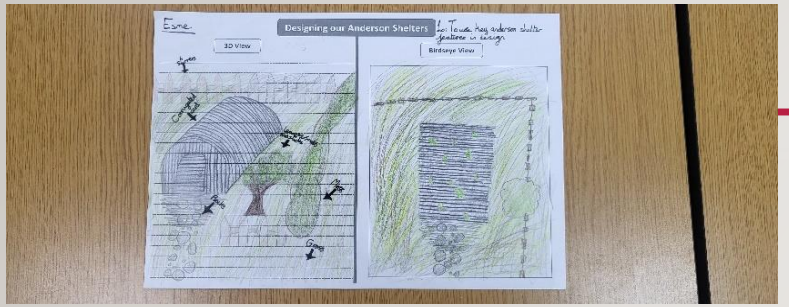


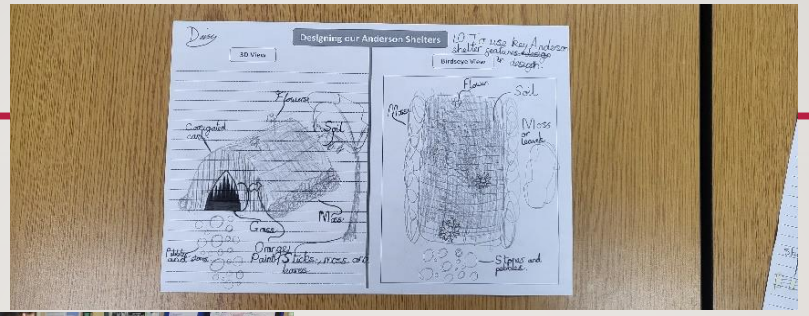
# SUMMER YEAR 5



| Evaluation | |
|---|---|
| How did you make your pancakes fit for purpose based on the design brief? | I made my pancakes fit for a ten year old child and a adult. By puting and making a picture on one pancake and making a colourful pattern on the other. Tell me about your topping choices I added blueberries, chocolet buttons, squasy cream, and marshmellows. |
| What worked well? | The thing that worked well was the choolte buttons and the squisy cream. |
| What would you change next time? | not to put blueberries and marshmellows on because it didn't taste that good with pancakes. |

# YARMOUTH YEAR 6

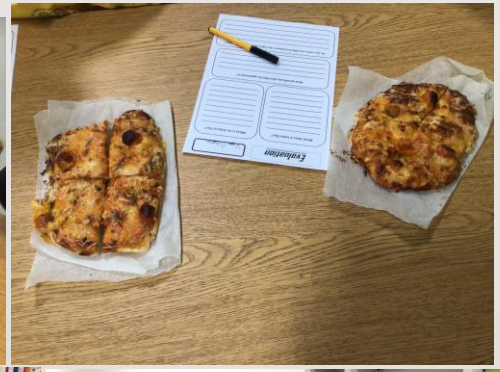


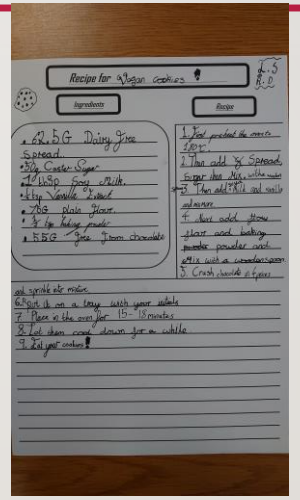




Design and make
an Anderson Shelter

# SPRING YEAR 6

**Lesson Objective:** To demonstrate a range of basic and advanced food skills and cooking techniques






# SUMMER YEAR 6

# SHALFLEET RAINBOW CLASS AUTUMN

Designing and making a chair for Baby Bear

Child led- making a kennel

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,texture and form,

Share their creations, explaining the process they have used

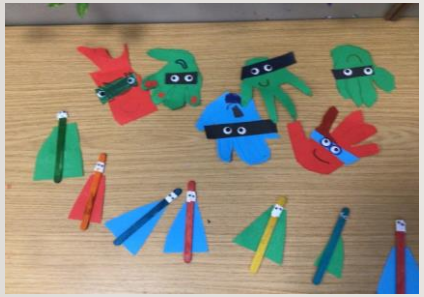
Make use of props and materials when role playing characters in narratives and stories

# SHALFLEET RAINBOW AUTUMN

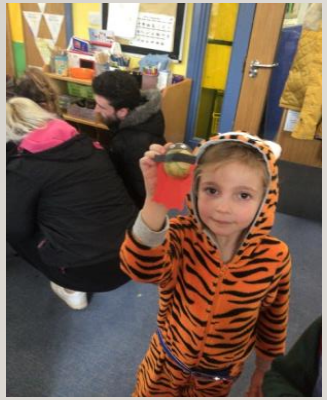




# RAINBOW SPRING 2



Design and make Supertato

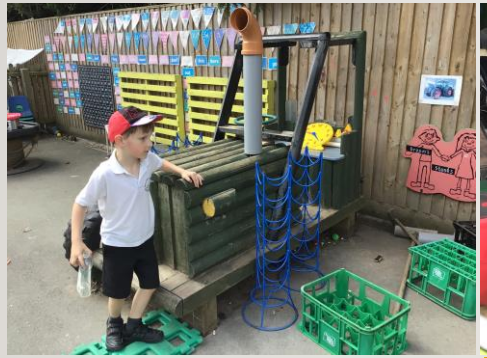


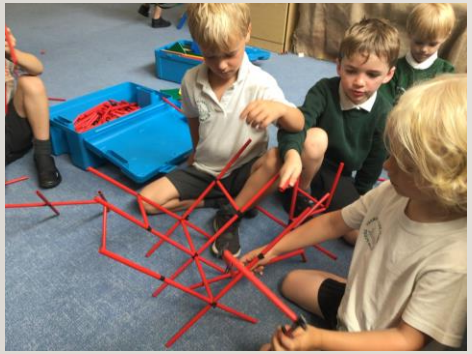
# RAINBOW CLASS SPRING

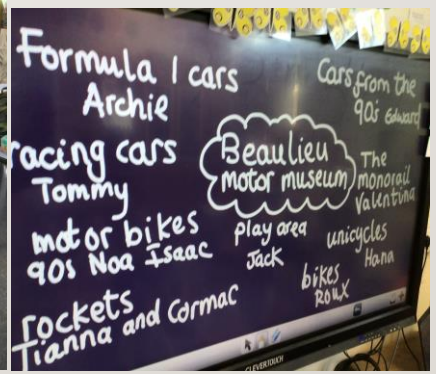
Making pancakes

Decorating Easter tree

# RAINBOW SUMMER








Child led-Making a submarine outside

Trip to Beaulieu Motor Museum (Exploring design)

Making boats using a range of materials

# SHALFLEET YEAR 1 SUNSHINE CLASS


Design and make Christmas crafts

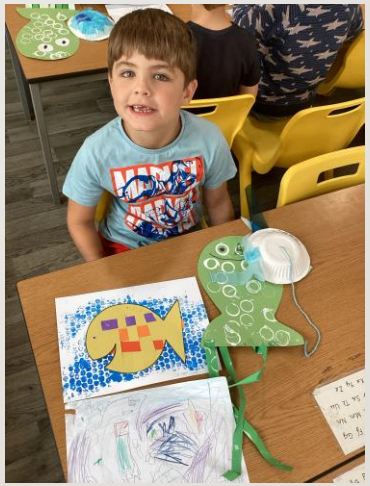
# SPRING






Pirate Day- parents invited
Design and make pirate ships

# YEAR 1 SUMMER

DT Day- Under the Sea (Parents invited in to help with designs)

# SHALFLEET YEAR 2



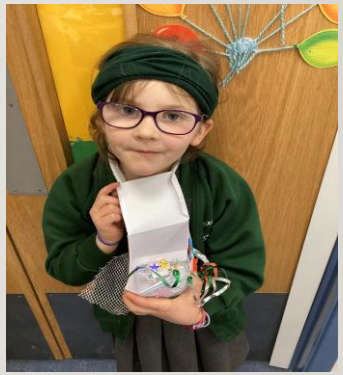


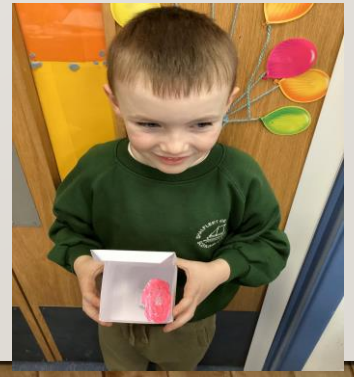

Making healthy fruit kebabs
Decorating Christmas cookies
Parents invited in to help and taste.

# YEAR 2 SUMMER

To design and make a Jack in the Box

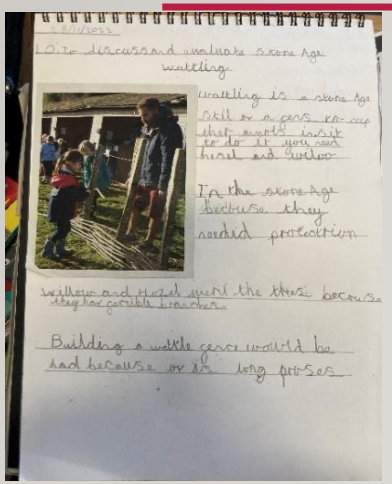
3D with moving parts

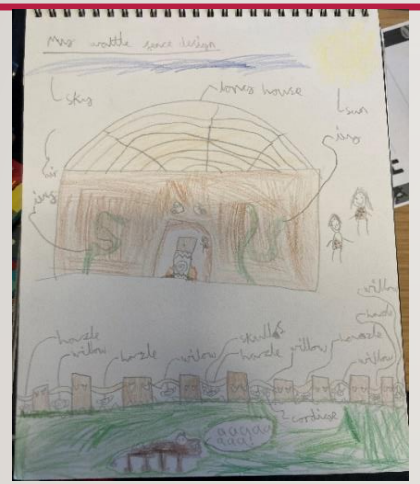


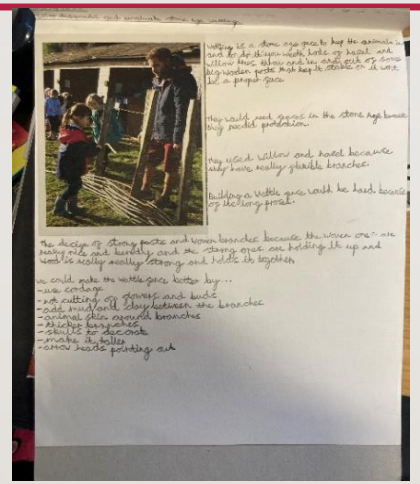


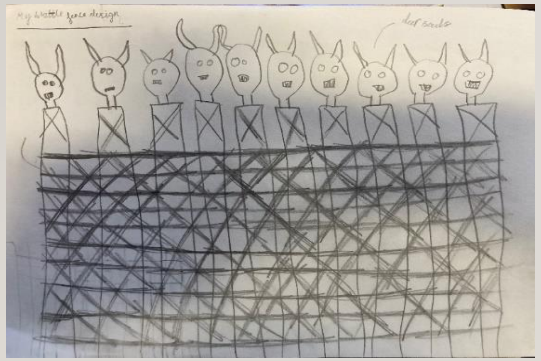
# SHALFLEET YEAR 3 AUTUMN

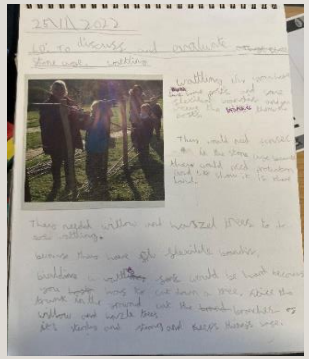
Wattle Fence Design
Discuss and Evaluate Stone Age Wattle



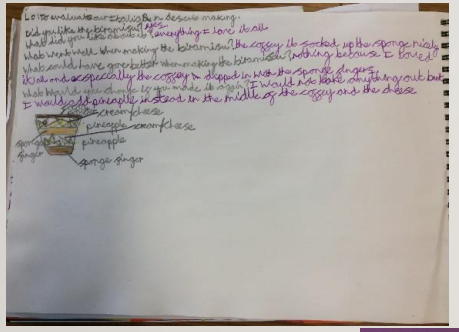



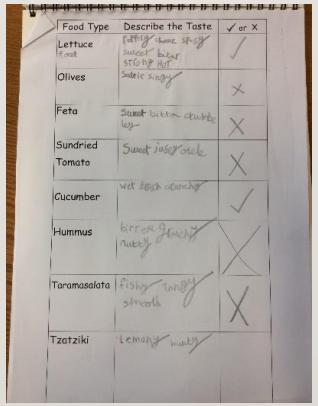



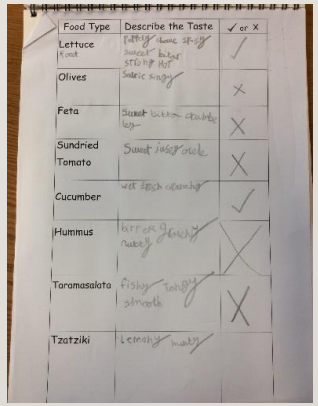



# YEAR 3 SPRING





| Food Type | Describe the Taste | ✓ or X |
|---|---|---|
| Lettuce | fatty chewy stringy sweet bitter STRONG HOT | ✓ |
| Olives | Salric singy | X |
| Feta | Sweet bitter crumble lovy | X |
| Sundried Tomato | Sweet juicy tiele | X |
| Cucumber | wet fresh crunchy | ✓ |
| Hummus | bitter or flowry nutty | X |
| Taramasalata | fishy tangy smooth | X |
| Tzatziki | Lemony nutty | |



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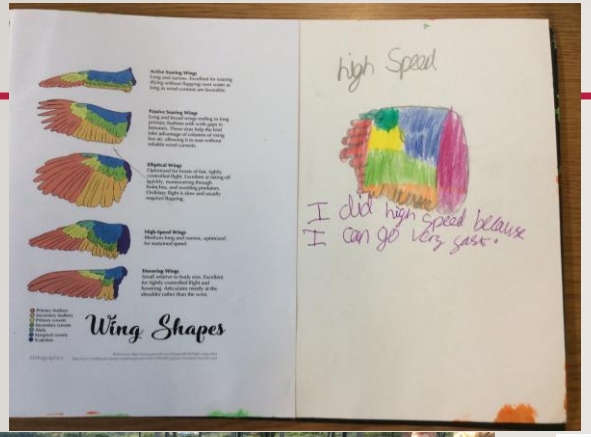
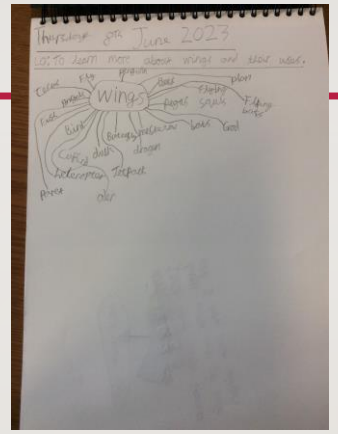
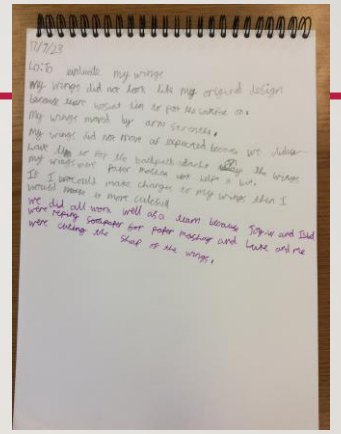
| Hummus | bitter or flowry nutty | X |
| Taramasalata | fishy tangy smooth | X |
| Tzatziki | Lemony nutty | |

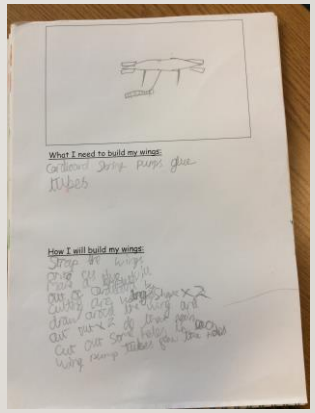
Meditteranean Food
Making a Greek Salad
Making a Tiramisu

# YEAR 3 SUMMER



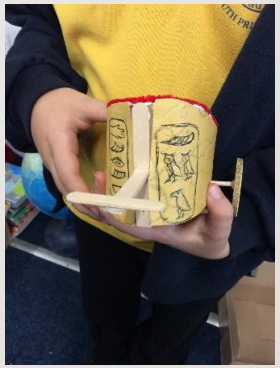



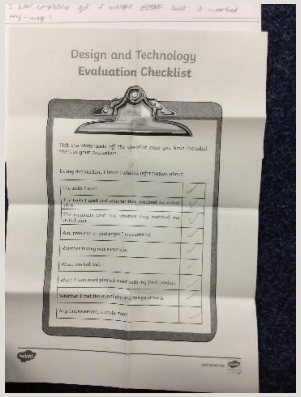




**To learn more about wings and their uses.**

# SHALFLEET YEAR 4

Year 4 Ancient Egyptians

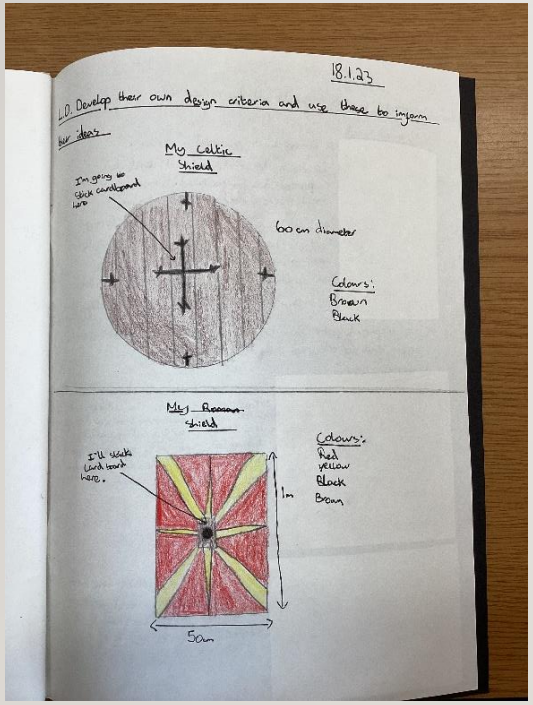


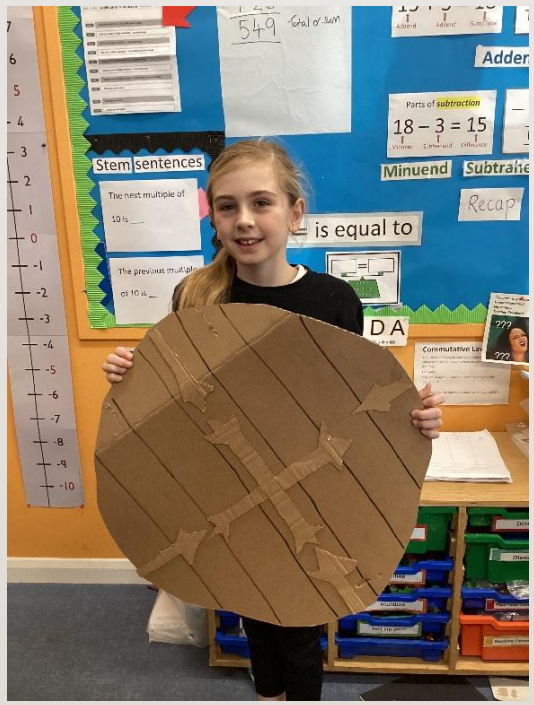



# YEAR 4 SHALFLEET

Making Christmas
Chocolate
Yule logs

# SPRING



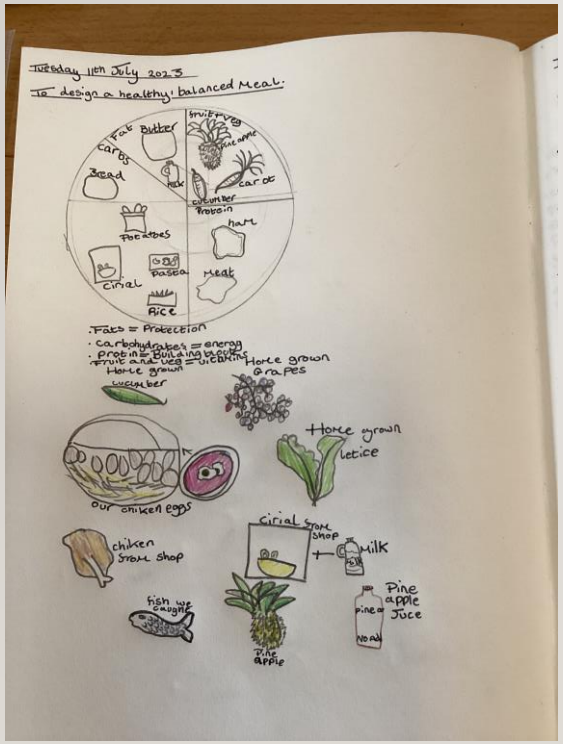



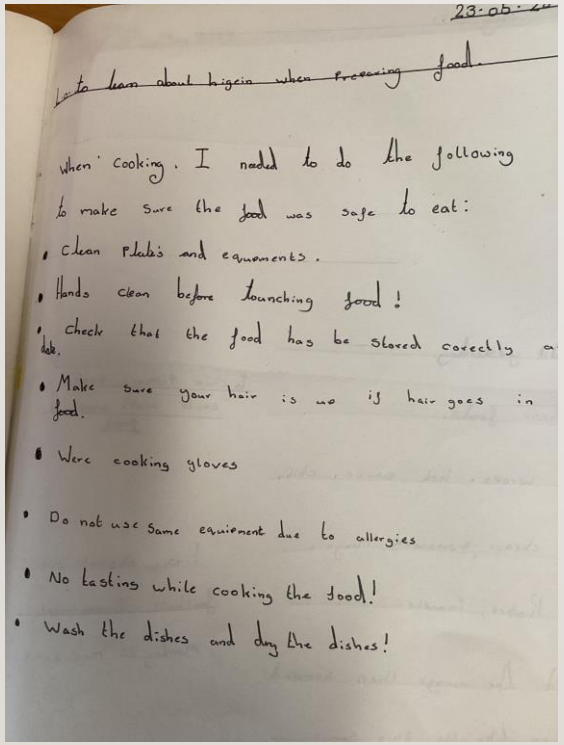


Design and make
A Roman Shield

# YEAR 4 SUMMER

To learn about hygiene when preparing food

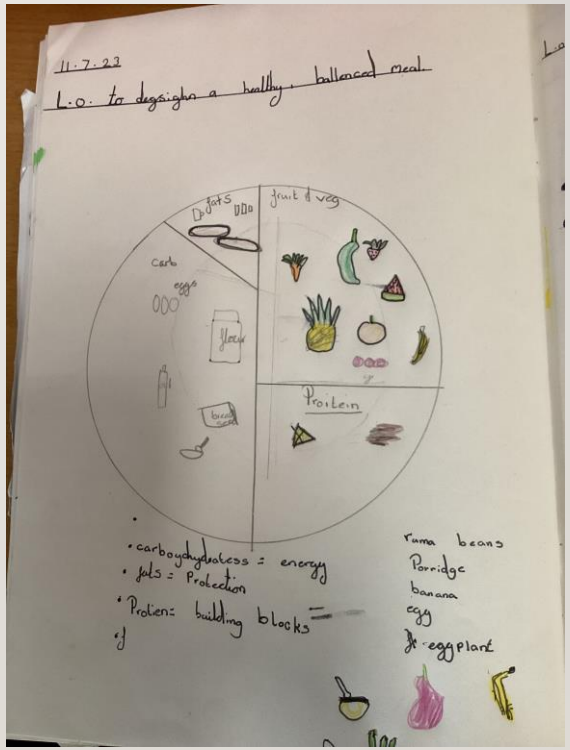


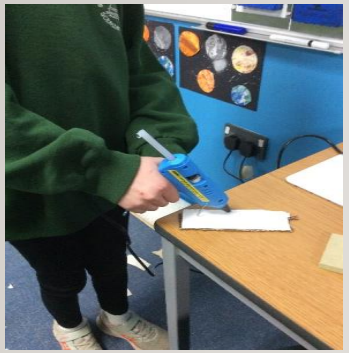
L.o. to learn about higein when preparing food.

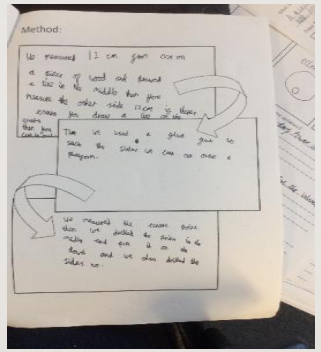
When cooking. I needed to do the following to make sure the food was safe to eat:

- Clean Plate's and equipments.
- Hands clean before tounching food!
- Check that the food has be stored correctly a[illegible] fridge.
- Make sure your hair is up if hair goes in food.
- Were cooking gloves
- Do not use same equipment due to allergies
- No tasting while cooking the food!
- Wash the dishes and dry the dishes!

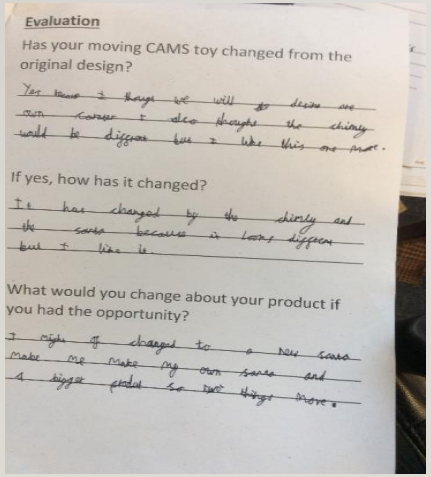


# SHALFLEET YEAR 5

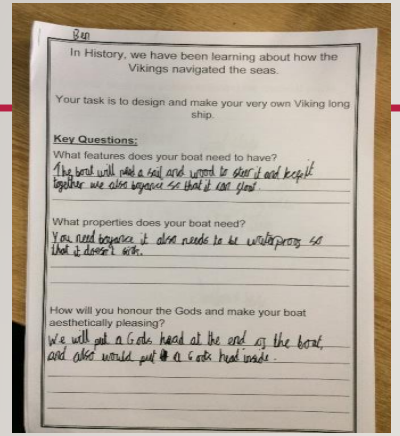





Design, make and evaluate a CAMS toy




# YEAR 5 SPRING


Ben

In History, we have been learning about how the Vikings navigated the seas.

Your task is to design and make your very own Viking long ship.

**Key Questions:**

What features does your boat need to have?

The boat will need a sail and wood to steer it and keep it together. We also need oars so that it can float.

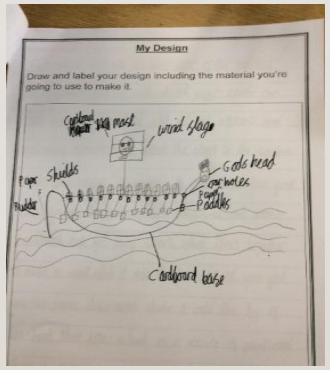
What properties does your boat need?

You need buoyance it also needs to be waterproof so that it doesn't sink.

How will you honour the Gods and make your boat aesthetically pleasing?

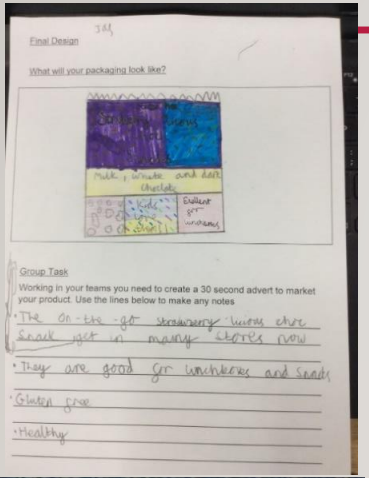
We will put a Gods head at the end of the boat, and also would put a Gods head inside.

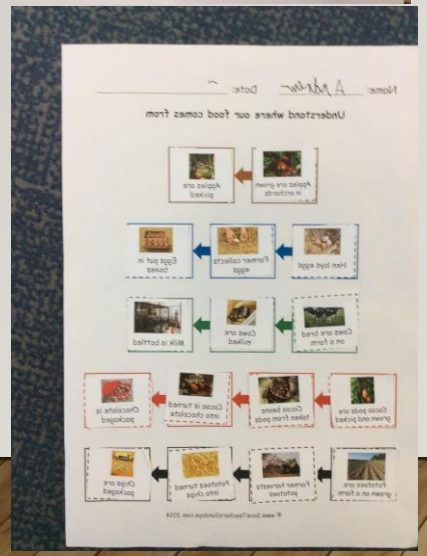

Design, Make and Evaluate Viking Long Boats


My Design

Draw and label your design including the material you're going to use to make it.

# YEAR 5 SUMMER



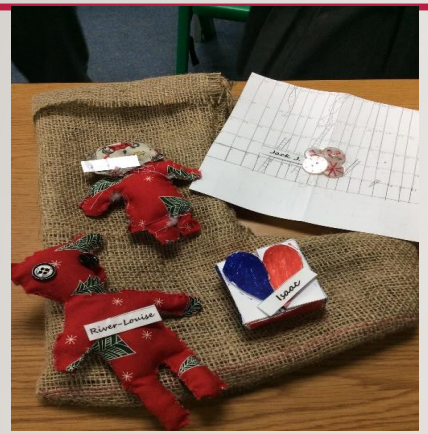




# SHALFLEET YEAR 6

Design and make Anderson
Air raid shelters

# YEAR 6 SHALFLEET

Christmas craft designs  Sewing
Cooking, food and nutrition  Making Christmas cakes






# SPRING YEAR 6







Chinese cooking

# YEAR 6 SUMMER

Tie dye and sewing to make a cushion

# OUR IMPACT

- Evidence of designing and making across the schools
- Evidence of cross curricular in subjects
- Evidence of working together in own year groups and sharing of ideas and planning
- Designs are planned and implemented
- Evidence of including the outside community to enhance the learning of DT

# 2022/2023 One Page Subject Action Plan

## Subject – DT

## Subject Lead – Cheryl Hedley

## FDP Link -

| ACTION | WHY? | HOW?<br>*Success Criteria* | WHO? | COST/RESOURCES? | OBJECTIVE ACHIEVED? | EVALULATION<br>*What has been the impact?* | NEXT STEPS |
|---|---|---|---|---|---|---|---|
| To show evidence of pupil conferencing<br>To record observations of learning and child's voice | To show evidence of learning in a positive and engaging environment | Work shows the level of progression across the school Federation<br><br>Liase with HT to organise staffing | CH<br>VP-finances | Time needed-cover and for recording<br><br>Children to speak to across the Federation | | | |
| To use evaluation sheets each time pupils make their designs (suggested in DT training) | To provide evidence of DT learning, the results of their learning and how they can adapt their designs (including verbal eg videos) | Evaluations show engagement of work and will reinforce the learning which has taken place.<br>Will ensure the planning will provide the skills and next steps needed as a result of this. | CH<br>VP-finances | PPA time-weekly<br>Resources: ipads,paper | | | |

# ACTION PLAN REVIEW

**2022/2023 One Page Subject Action Plan**

**Subject – DT**

**Subject Lead – Cheryl Hedley**

**FDP Link -**

| **ACTION** | **WHY?** | **HOW?**<br>***Success Criteria*** | **WHO?** | **COST/RESOURCES?** | **OBJECTIVE ACHIEVED?** | **EVALULATION**<br>***What has been the impact?*** | **NEXT STEPS** |
|---|---|---|---|---|---|---|---|
| To show evidence of pupil conferencing<br>To record observations of learning and child's voice | To show evidence of learning in a positive and engaging environment | Work shows the level of progression across the school Federation<br><br>Liase with HT to organise staffing | CH<br>VP-finances | Time needed-cover and for recording<br><br>Children to speak to across the Federation | Partially-During pupil conferencing and observations in both schools. | Staff cover enabled a more comprehensive pupil conference and lesson observations during the spring term impacting on clear evidence of learning and pupil voice. | More time needed during summer term for more focused observations. (Staff cover was limited due to staff sickness, school trips and events. |
| To use evaluation sheets each time pupils make their designs (suggested in DT training) | To provide evidence of DT learning, the results of their learning and how they can adapt their designs (including verbal eg videos) | Evaluations show engagement of work and will reinforce the learning which has taken place.<br>Will ensure the planning will provide the skills and next steps needed as a result of this. | CH<br>VP-finances | PPA time-weekly<br>Resources: ipads,paper | Yes | Evidence of evaluation sheets. Pupil conversation of their evaluations<br>IWB evaluations evident | Ensure each year group is evidencing some form of evaluation on the drive. |

# SUBJECT LEADER REPORT

- Assessment and progress made has been measured by the portfolio evidence this year. There is evidence in the photographs of work that children are making good progress and are having opportunities to design and make with evaluating being an area for development.
- Pupil engagement and enjoyment also comes through in the photographic evidence. Right through the school – EYFS to Yr6.