

Subject Story: Design and Technology

In our Design and Technology curriculum you will see our value of **Friendship**.

- Children may work with a partner or part of a group. They work collaboratively and with an appreciation of other children's thoughts and ideas.

In our Design and Technology curriculum you will see our value of **Responsibility**.

- Children use tools and equipment responsibly.
- They use a wide range of materials, including food, without wasting it.

In our Design and Technology curriculum you will see our value of **Honesty**.

- Children are truthful when comparing and evaluating against design criteria.
- They consider the views of others to improve their work.

In our Design and Technology curriculum you will see our value of **Love**.

- Children use kind and positive words about what other children are making.
- They show empathy if someone is struggling with their design and getting frustrated.

In our Design and Technology curriculum you will see our value of **Courage**.

- Children show courage and confidence to design, make and evaluate through a variety of practical and creative activities.
- They are allowed to make mistakes in order to learn from them.

In our Design and Technology curriculum you will see our value of **Respect**.

- Children respect the work of other children in their class and understand that others will have different ideas.
- Peer evaluation is respectful.
- They show respect when exploring and evaluating a range of existing products.



Children at St. Martin's say this about Design and Technology:

"I loved making chocolate mousse because it was lots of fun!" Year 2

"I'm going to make it at home. I really wanted the recipe." Year 2

"I enjoyed cutting out the pattern and designing the face for my bag." Year 5

"I enjoyed designing my initials for my bag and I'm looking forward to sewing buttons on." Year 5



If you were to walk into a Design and Technology lesson at St. Martin's you would see:

- Happy and enthusiastic children.
- Curiosity.
- Creative thinking.
- Appropriate challenge.
- Adults supporting the children at each stage of the process.

In our Design and Technology curriculum you will see children learning through **exciting, engaging learning experiences which develop their 'cultural capital'**.

- Children use a range of tools and equipment that they may not have access to at home.
- Topics are linked to other cultures as appropriate.
- Children learn to prepare and cook food.

Our **agreed consistencies** for Design and Technology are:

- Plan for one activity from Mechanisms, Structures and Textiles where it fits best.
- One cooking activity per term.
- Clear progression of knowledge and skills between each year group.
- Children and staff following the process plan, make and evaluate.



In our DT curriculum you will see our school curriculum vision because our children **work with resilience – strive**.

Perseverance and Motivation

- Children strive to reach the end product by using a range of tools and equipment.
- They feel excited and motivated to use a wide range of materials to make their product.

In our DT curriculum you will see our school curriculum vision because our children **dream big - aspire**.

Aspirational Creativity and Self-Belief

- Children are encouraged to show aspirational creativity when designing and making in DT.
- They believe that they can design and make something that they really want to make.

In our DT curriculum you will see our school curriculum vision because our children **flourish - succeed**.

Happiness and Critical Thinking

- Children feel positive about what they have made and are able to suggest improvements if they were not as successful as they thought they might be.

In our Design and Technology curriculum you will see that we value **inclusion and diversity**.

- Discussions in class include a wide range of thoughts and ideas.
- Each finished product is celebrated.
- Teaching within DT is tailored to the strengths and needs of the class and provision is made for children requiring alternative resources or additional support.



In our Design and Technology curriculum you will see how we develop our children's language, **including subject specific and technical vocabulary**.

- We have clear progression in specific and technical vocabulary in each of the four areas of DT – Structures, Mechanisms, Textiles and Food based on National Curriculum Expectations.

British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in Design and Technology:

- **Spiritual.** Discovery and hands-on learning implemented into lessons so children develop knowledge and understanding from prototype to final design, a curious attitude and perseverance.
- **Moral.** Children begin to consider that the products they design and make will affect the safety, comfort and wellbeing of people who use them.
- **Social (including British Values).** Children are encouraged to demonstrate their own viewpoints and appreciate the contribution of others. Children might work with a partner or part of a small group and solve problems together encouraging mutual respect.
- **Cultural.** Children learn where food comes from and that it is often used as a means of retaining cultural identity. For example, traditional Spanish and Greek food in years 5 and 6.

Children achieve well in this subject. Highlights of **outcomes** in Design and Technology for last academic year are:

- Data shows that 89% of children achieved expected levels of knowledge in KS1.
- Data shows that 97% of children achieved expected levels of knowledge in KS2.
- EYFS data shows that 92% of children achieved expected in Creating with Materials.



Successes in 2023-2024

- Success has been strong in EYFS and KS2.
- After speaking to YGL's, curriculum coverage was very good.
- Monitoring of pupils' outcomes monitored by curriculum leader and photographic evidence collected.

Priorities for 2024-2025

- Continue to monitor pupils' outcomes against the curriculum through drop in observations, conversations with children and examining outcomes, with a particular focus in KS1.
- Ensure Progression of Knowledge and Skills document is succinct with ACC links included.
- Through monitoring, ensure that there is appropriate curriculum coverage across the school.