

# Langton Primary School

## Design & Technology Curriculum



### Intent

At Langton Primary School we teach design and technology as part of the national curriculum for key stage 1 and 2 and as part of creative development and knowledge and understanding in EYFS. It is delivered through topic and theme-based learning

#### Our intent is to .....

- Encourage creativity by planning ambitiously and creating to match their designs
- Develop a passion for design technology and knowledge of innovations in materials, products and systems
- Give opportunities to manage risks well and to make products safely, effectively and hygienically
- Develop an ability to use knowledge and make links to other areas of learning and the curriculum (maths, science, English, topic)
- Foster the ability to work with others, research, show initiative, question, design, use tools, materials and equipment to create and make products sustainably and effectively.
- To deliver an inclusive and aspirational curriculum that enables all pupils to access relevant learning through targeted support, resources used, materials and approaches whether as part of an S.E.N.D provision or for the wider school as part of our practice of assess, plan, do & review
- Provide opportunities for children to practise and develop skills taught through play and practical based activities and clubs

### Implementation

- Our long-term plan is based from the Cornerstones curriculum themes and units and we have created a long - term plan (two yearly cycle) that enables us to cover all National Curriculum objectives and EYFS Learning goals
- Children are taught a skills-based D & T curriculum through projects and topics including - sewing, baking, planning, designing, constructing and deconstructing (winding lighthouses and pulleys, turning axles, puppet making)
- D & T lessons are used as a platform to apply maths, science, English and sustainable living (PHSCE) skills and knowledge
- Children are encouraged to investigate and problem solve, so developing perseverance and resilience
- The subject leader is available to support and offer guidance on how to deliver effective opportunities for learning competently and confidently across the school

- Teaching skills of safety and prioritising the need for accurate planning and conservation of resources while not placing too great a constraint on a pupil's creation
- The mentality of neat and orderly presentation for all work also applies to D & T and is encouraged throughout the school with planning, designing and evaluating
- Long Term Planning ensures coverage and completion of the E.Y.F.S and National Curriculum as well as individuality of topic and theme approaches
- Differentiation will be evident in classes due to the mixed age groups
- Specific vocabulary, language, names and terminology will be used in sessions (see vocabulary section in the D & T Skills and knowledge document)

## Impact

- All pupils are given opportunities to extend their learning in curriculum 'topic areas' in a creative but purposeful way
- They are enthusiastic with regard to their learning and become increasingly more skilled and accurate in measuring, planning & using tools
- Children are motivated by the teaching of safety and key skills and the opportunities available in D & T.
- As children move through the school, they can draw upon previous learning and skills taught and mastered. They begin to attempt more complex designs and make more individual decisions
- Pupils' resilience and independence develops. They start to see the importance of researching and modelling to alleviate errors and make improvements.
- In E.Y.F.S and K.S.1 play based activities will help develop knowledge and skills (such as junk modelling, variation in malleable materials and use of tools to develop dexterity and strength).
- All children make good or better progress and are confident and resilient learners
- Children have an understanding of diversity, environmental considerations, aesthetics and the opportunities for social mobility through their work