



## Design and Technology at St Chad's

***"High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation." (The National Curriculum 2014)***

### **Aims (Intent)**

Design and Technology is an exciting area of the curriculum that combines scientific concepts, technological ideas and creativity. It encourages children to think like engineers and to develop their skills of designing, creating and evaluating. Design and Technology is a practical subject where children are given the opportunity to bring their ideas to life.

At St Chad's, we aim to provide opportunities for children to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Develop the creative, technical and practical expertise
- Build and apply a repertoire of knowledge, understanding and skills
- 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

At St Chad's we foster creativity, critical thinking, problem-solving skills, and hands-on learning while introducing children to the fundamentals of design and technological processes.

### **Organisation (Implementation)**

At St Chad's, children are provided with opportunities to explore, design, make, and evaluate products. Through engaging with materials, tools, and simple design processes, children will develop their creativity, problem-solving skills, building on technical knowledge. In addition to this, children develop knowledge and understanding of cooking processes, hygiene, nutrition and understanding where food comes from. The curriculum is delivered through a combination of structured projects and practical experiences, taught as part of a termly theme, centered around a broad enquiry question. Inspiration from the Design and Technology Association planning grids inform teaching and learning practice.

Enrichment opportunities are planned, where children can experience, first hand, Design and Technology in the community including, restaurants and trips to the farm.

At present, there is a three-year cycle in place for all theme subjects. Over the course of a cycle, children complete three blocks of D&T study, including:

- Food and nutrition
- Structures
- Textiles
- Leavers
- Sliders
- Wheels and axels
- Junk modelling
- Handling tools safely
- Construction

Resources are planned around each project (KS1) and also available as part of continuous provision (EYFS). New vocabulary is introduced and consistently reinforced throughout the year. Risk assessments are in place for projects that require specific equipment.

### **Assessment and Recording of Work (Impact)**

At St Chad's children showcase their models, textiles and baked foods to family and peers. They talk confidently about their learning and use new vocabulary.

In Design and Technology, high-quality work is proudly recorded in a variety of ways, including:

- Individual Theme Books, where children document their D&T processes
- Class Dojo: Videos and photographs are shared with parents to celebrate and communicate learning
- Classroom and central displays: These displays showcase D&T processes and key learning

Summative and formative assessment are both key elements of the Design and Technology program at St Chad's. Children are assessed at the end of each unit of work using outcomes from Birth to Five Matters (Early Years) and the National Curriculum outcomes (KS1), which are documented on FFT. Teachers also use formative assessment throughout the unit to monitor children's knowledge, understanding, and skills. This continuous feedback allows for the adaptation of teaching practices to meet the individual needs of children, ensuring that learning is personalised and effective.

During D&T monitoring, subject leaders capture children's voices through pupil surveys and work closely with class teachers to explore children's work. This collaborative approach ensures that assessments reflect a holistic view of each child's learning journey and helps inform the ongoing development of the D&T curriculum.