DT in a Nutshell

Intent: What do we want children to learn?

At Grange Infants we enable children to experience, design and make a range of creations/ representations that fascinate them and spark imagination so that our children's innate sense of creativity is valued and excites them. These processes encourage problem-solving skills, both as an individuals and in groups, which can be applied to real life contexts. DT also fosters reflection, analysis and evaluation skills to improve a design or product, which enriches the critical thinking skills needed to become a future innovator or risk-taker in today's world. High-quality design and technology education develops attributes such as resilience, curiosity and resourcefulness, and makes an essential contribution to the creativity, culture, wealth and well-being.

Curriculum Implementation: How do we do it at Grange Infants School?

The teaching and implementation of the DT Curriculum is based on the National Curriculum and supported by a clear skills and knowledge progression. The progression of knowledge and skills is mapped out in our progression document and further detail can be found in our long term planning. Teaching of DT should follow the design, make and evaluate cycle. Each stage is rooted in technical knowledge, vocabulary and the design process rooted in real life, relevant contexts to give meaning to learning. While making, children are given choices and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. The key skills we teach the children include, sewing and textiles, cooking and nutrition and use of materials. Enriching experiences such as galleries of the children's work, outdoor learning and educational visits are also an integral part of our offer.

Impact:

By the time children leave our school they will be able to:

- The ability to work constructively and productively with others, to carry out research, show initiative and ask questions to develop a knowledge of users' needs.
- The ability to act as responsible designers and makers, using materials carefully and working safely. Also, a knowledge of which tools, equipment and materials to use to make their products.

Ongoing formative assessment takes place throughout the year via observation and pupil conferencing. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Our 5 Curriculum Drivers in Art and Design:

Curiosity: Works of art from around the world will be studied through artists such as Van Gough, Henri Rousseau, Pablo Picasso and Monet. This allows children to ask questions of the artists and as well as explore a range of different techniques. Projects such as the National Gallery's, 'Take One Picture' enable children to explore artists of the past and present.

Courage to Take Risks: Children will challenge themselves to develop a variety of skills. They will develop their resilience, perseverance and growth mind-set through improvements which will be encouraged as stepping stones to learning.

Love of Reading: Quality picture books by authors such as David Weisner and Aaron Becker, will capture children's imaginations as they study the illustrations and recreate their own. Children will also research artists work and read about their history.

Imaginative: Children will experiment and express themselves using a wide range of creative, expressive activities that take account of their starting points. Children will use the techniques they have been taught to create their own pieces using their imagination.

Empathetic: Children will be respectful as they listen to the thoughts and feelings of others through discussions and offering opinions of works of art. They will evaluate the work of others constructively and respectfully showing empathy and compassion.