



Sitwell Infant School

Subject Overview

DESIGN TECHNOLOGY		
Intent	Implementation	Impact
Alignment to the National Curriculum Our Design and Technology curriculum is designed around the National Curriculum in Key Stage 1 and the Early Learning Goals in EYFS. At Sitwell Infant School we have introduced the Kapow Primary Design and Technology Scheme as a guide for our Design and Technology coverage. The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each unit of work follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding required for each strand. Cooking and nutrition has a separate section in the D & T National Curriculum, with additional focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Food units still follow the design process summarised above.	Pedagogical approaches Our Design and Technology curriculum encourages autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses. We have designed our content into four areas – Mechanisms, Structures, Textiles and Cooking and Nutrition, with four core strands that run throughout – Design, Make, Evaluate and Technical knowledge. Within each key area the development of these core skills is detailed to ensure progression is logical, achievable and measurable. Units of lessons are sequential, allowing children to evaluate existing products, build their skills and knowledge and apply them to a range of outcomes, working to a design brief. Key skills are revisited again and again with increasing complexity, so allowing pupils to revise and build on their previous learning and vocabulary. Units in each area are organised as follows: EYFS Autumn Term – Structures Spring Term – Cooking and Nutrition Summer Term – Textiles KS1 operates in a 2year cycle as follows Cycle 1 Autumn – Structures Spring – Mechanisms Summer – Textiles Cycle 2 Autumn – Structures Spring – Cooking and Nutrition Summer - Mechanisms	Approaches to assessment The impact of our Design and Technology curriculum can be constantly monitored through both formative and summative assessment opportunities. Ongoing evaluation is an essential part of the design process and pupils actively critique their own and peers' artwork as part of their Design and Technology sessions. During each half termly block of lessons children are assessed against the learning objectives on the Design and Technology skills and knowledge they demonstrate through comments they make during sessions, their application of skills and ideas in their sketchbooks and through their finished pieces of work. Evidence from each session is also collated by teachers and added to their class Design and Technology floor books. Together this is used to determine whether the pupil is working towards, working at or working beyond age related expectations. Assessment data is recorded on the half termly subject assessment sheets. Assessments are then used by the Design and Technology subject leader to inform future planning, highlighting any gaps in learning which need to be addressed or ensuring staff are aware of pupils requiring further support.

When they leave Sitwell Infants... Children will be able to produce creative work, exploring and recording their ideas and experiences. They should: • Have developed core skills and technical knowledge for Structures, Textiles, Mechanisms and Cooking and Nutrition through collaborative working and problem-solving. • Evaluate and analyse existing products using subject-specific language. • Be creative and innovative and think about important issues such as sustainability and enterprise. • Meet the end of key stage expectations outlined in the National curriculum for Design and Technology. Pupils should leave Sitwell Infant School equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Design and Technology learning at Key Stage 2 and beyond.	Teachers' expert knowledge The Design and Technology subject leader provides medium term plans for both EYFS and KS1. These are linked to our curriculum mapping and Design and Technology progression documents to provide high quality Design and Technology lessons that engage pupils to achieve and be successful in their creative learning. The Design and Technology subject leader attends termly Design and Technology Leader Network Meetings and CPD workshops supporting creative projects linked to the Royal Opera House or <i>Picture This!</i> External CPD is fed back to other staff in school through PLT meetings for staff. Videos outlining skills needed in individual sessions are also provided to ensure teachers are confident in delivering the lessons planned. Yearly staff questionnaires enable teachers to share their strengths within the subject, but are also an opportunity to highlight areas they wish to improve further.	Performance data There is currently no national data available to benchmark our school. The subject leader ensures high quality teaching through learning walks and regular monitoring of subject floor books, work and resources, and provides governors with subject evaluation reports.
Sequence of teaching Our scheme of work is carefully sequenced into units that build on pupils' prior learning, ensuring a comprehensive and cohesive Design and Technology curriculum for pupils from EYFS (FS2) to KS1. We cover essential skills and practical, theoretical and disciplinary knowledge within the core areas of Structures, Mechanisms, Textiles and Cooking and Nutrition, whilst also providing a diverse and engaging learning experience. Children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity within each year group.	Promoting discussion and understanding All lesson plans include key questions which are asked throughout art sessions to promote active discussions about pupils' learning. Plans also include the key Design and Technology vocabulary for each session, which pupils can then implement enabling them to communicate effectively their ideas and understanding. Key vocabulary is added to the class vocabulary trees. Sessions are also recorded in Class Subject Floorbooks. Children are able to revisit these and discuss/revisit prior learning and also share them with parents during Stay and Play class sessions/open evenings.	Children's work Sitwell Infant School has high expectations of all pupils in regard to the quality and presentation of their work. This is promoted through high quality displays celebrating their design work around our school. Displays are designed to consolidate learning by featuring learning objectives, key vocabulary and questions. Children use sketchbooks to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of designing, including practising techniques learned as well as developing and evaluating their ideas towards an outcome. Children's work is also celebrated by taking part in local exhibitions alongside other school communities, such as <i>Picture This!</i> and taking part in the Artsmark initiative.
Support provided At Sitwell Infant School, Design and Technology is for everybody. Design and Technology lessons are planned to	Knowing more and remembering more Learning is built upon during the time the children are with us in school and initial introductions in EYFS are further explored	Talking to children Pupil voice is an important part of our curriculum monitoring and assessment process. Teachers continually discuss pupil's

ensure all pupils can make progress towards the learning objective within the lesson. The children work together in mixed ability groups to support each other, allowing for peer on peer learning and providing opportunities to inspire one another. There are children within school who are working on bespoke targets and they are supported by adults as needed, eg fine motor skills to use equipment, communication skills to join in with discussions and express opinions, or supporting pupils with understanding by providing further simplified explanations or reinforcing key vocabulary.	and developed through Key Stage 1. Class Design and Technology subject floor books help children revisit previous learning and key subject vocabulary is displayed clearly on vocabulary trees in each classroom. Key questioning is used throughout each session to revisit knowledge and quizzes at the end of each block of learning support this consolidation of learning which is prioritised and valued. Knowledge retention is assessed regularly and fed back to the subject lead.	learning with them and communicate their next steps. Children are encouraged to share their knowledge of the subject area and give their opinions about the work they have produced and also the work of other designers and makers. Their comments from Design and Technology sessions are recorded in class Design and Technology subject floor books. Pupil surveys take place once a year which also help to inform future planning. There are 16 Arts Ambassadors (2 from each class) and their role is to support and advise the Design and Technology subject leader through termly meetings.
Local context We make links with the local community to access local design projects and also give children the opportunity to share their work alongside other schools. We are aware that some children within our school may not have access to Design and Technology materials and equipment. We ensure that all children have the opportunities to experience a wide range of media through our Design and Technology lessons, and also through our range of arts related afterschool clubs, including Cooking and Baking clubs. Our Design and Technology curriculum is further enhanced through local visits such as the Austerfield Study Centre and participating in the Artsmark initiative. We are a diverse and multicultural school, with 73% from minority ethnic backgrounds. 46% of our pupils are learning English as an additional language, so we ensure a key focus on vocabulary, which is displayed on a subject vocabulary tree in each class, and also use pictorial representations to support their understanding. Our diversity is reflected in our curriculum and we enjoy exploring artists and their work from around the world, as well as those who are local to us.	Teacher assessment Children's work is assessed against the learning objectives by teachers at the end of each area of work and recorded on our Assessment Sheets. These are used by the art subject leader to inform future planning, highlighting any areas that may need revisiting or incorporating in the reactivate section of the subsequent lessons.	Sharing with parents We use our google classroom platform to share our work and make parents aware of the Design and Technology learning taking place in school and also to share any visits from local designers to school. Parents are also invited into school each half term for 'Stay and Play' sessions, when they can see children's artwork on display, look through the class Design and Technology subject floor books and talk with class teachers. They are also invited to visit exhibitions we take part in, such as Picture This! Children's progress, attainment and engagement is shared with parents through termly parents' evenings and through annual reports. Our Arts Ambassadors work alongside our Design and Technology subject leader to produce a Creative Arts Newsletter which is shared on our school website and school app to celebrate all our achievements in art each term.