



Intent

At St Edmund's we aim to cultivate creative children who are inspired through our delivery of the creative D&T curriculum. Our high-quality D&T curriculum and cross curricular links provide a real purpose to our children's creative projects. This is designed to develop individuality in their creations. It is imperative to us that our children are able to explore their creativity through a range of materials.

The National Curriculum for D&T and design aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- 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.

Implementation

When delivering the D&T curriculum at St Edmund's there is a real focus on teaching the children new skills and techniques. To ensure D&T lessons provide the children with a real sense of purpose, sessions and activities relate directly to the class topic. These cross curricular links help immerse the children in their D&T sessions and ensure they are memorable. Examples of this are Reception designing and building bridges for the Three Billy Goats Gruff and Year 5 designing Shakespearean Theatre backdrops, linking to the play they are studying in English.

To ensure the children at St Edmund's receive a balanced and varied experience of D&T, we ensure that a variety of skills are developed in D&T lessons. This includes the use of different tools and materials such as wood, paper, cloth, glue guns, mini saws and more. This range ensures children have an open and broad approach to what D&T can encompass.

Impact

- ✓ Our children are enthused about the projects that they are involved in and these are given context within the wider curriculum.
- ✓ Children are confident with using a range of resources to Design and Build and display a sense of pride over their creations. This can be demonstrated through the examples of work on display and in the D&T Portfolio.
- ✓ Children are confident to talk about their D&T work, reflect and adapt it where necessary.

If you were to walk into D&T lessons at St Edmund's, you would see:

- Clear skills being taught towards a learning objective
- Children using a variety of visual aids/real-life examples as inspiration
- Plans used for designing and planning
- A range of materials and resources being used throughout the year
- Children confident express what has gone well in their designs and what can be improved
- Children reflecting on their own DT work and editing where necessary



Pupil Voice

Reception: "We did this thing about Jack and the Beanstalk. We made them out of cardboard and used lolly sticks to make the puppets. It was really fun and we could do it however we wanted."

Year 4: "We made volcanos in class. Our teacher taught us about volcanoes and we looked at different volcanoes. Then we had to make one – we looked at pictures on the internet for ideas and talked about it in class. When we finished we showed them in class and our teacher put them up on the display. We wrote about what we really liked about the project, and what we maybe could've done differently"

An example of skills' progression within our D&T curriculum

Designing and creating for a specific purpose or function						
Reception: Constructs with a purpose in mind using a variety of resources	Year 1: Make structures by joining simple objects together. (Techniques)	Year 2: Investigate different techniques using a variety of materials and explore different methods of enabling structures to remain stable. (Processes)	Year 3: Use knowledge of existing products to design their own functional product.	Year 4: Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)	Year 5: Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)	Year 6: Follow a design brief to achieve an effect for a particular function. (Techniques)

Cross-curricular examples of learning outcomes



Year 1 children making Lighthouses



Reception children building Billy Goat's Bridges.



Year 3 Children designing and making Roman sandals

Successes in 2019 – 2020

- ☺ **Training of 2 staff members in Primary Engineer Programme (Structures and mechanisms):** This will serve to develop the DT provision we have here at St Edmund's and provide children the opportunity to use more complex tools and designs.
- ☺ **Mapping of the Curriculum:** this has ensured clarity of range and breadth of the curriculum in all year groups and will develop the use of D&T in line with other curriculum subjects.

Priorities for 2020 - 2022

- ☺ **Continue to use and develop the Food Technology Curriculum:** The development of food Technology in the DT curriculum will ensure the children receive a varied bank of skills – ensure that every child has an opportunity to develop their food technology skills. The cooking area is equipped with the resources necessary to provide a balanced and meaningful experience to cooking.
- ☺ **To develop a stronger knowledge based curriculum** through the implementation of the Primary Engineer Programme (Structures and mechanisms) across 2 different key stages.