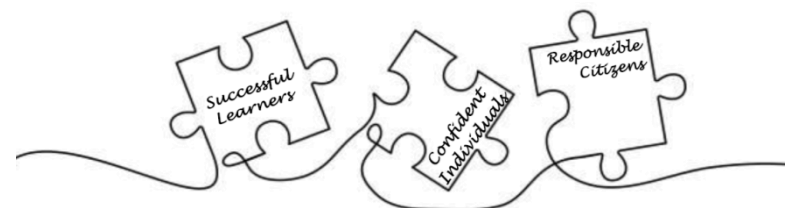




Design & Technology Curriculum Intent, Implementation and Impact



Intent	Implementation	Impact
At Rockcliffe, we are passionate that children learn how to take risks, become resourceful, innovative, enterprising and responsible citizens. We want our children to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross-curricular links with other subjects, such as mathematics, science, computing, and art. We want our design &	At Rockcliffe, we teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built within and across Key Stages and sequenced appropriately to maximise learning for all children. Teachers are given ownership and flexibility to plan for design and technology; often teaching D&T as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work. Design, Make & Evaluate: We follow the design, make and evaluate cycle, with each stage embedded in technical knowledge. We ensure that the design process is rooted in real life, relevant contexts to give meaning to learning. While making, children are given a choice and range of tools to choose from freely. Children evaluate their own products against design criteria independently and in pairs or groups. At each of these stages, teachers ensure that technical knowledge and vocabulary are embedded giving the children a comprehensive understanding of the design process from developing initial ideas to making and evaluating products. The key skills we teach the children are: • Using materials and mastering practical skills (e.g. tearing, cutting, folding and curling). • Sewing and textiles (e.g. joining, dyeing, adding sequins, printing) • Cooking and nutrition • Electrical and mechanical components Real-life Contexts: Our work in design and technology is closely linked to our thematic topic plans, giving children a meaningful context in which to produce work with purpose. Children are exposed to a range of inspirational designers and makers, and given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness. Sow, Grow, Cook, Eat: We plant, nurture and harvest fruit and vegetables throughout the year. Our annual Leavers' Feast for Year Four pupils provides opportunities for the children to prepare and cook predominantly savoury recipes with a focus on nutrition and eating well. Children throughout school gain an excellent understanding of how food grows and where it comes from. This is also supported by our local Co-Op who regularly allow us to visit and sample their Fair-Trade produce from around the world. Loose Parts: Throughout Early Years and Key Stage One 'loose parts' are available for children to use. Loose parts have no instructions and no predetermined rules - they are the perfect	Through carefully planned and implemented learning activities children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Children have clear enjoyment and confidence in Design & Technology, and can apply their learning to other areas of the curriculum. Children gain a firm foundation of knowledge and skills to see them equipped to take on further learning in our school and beyond. Children are keen to evaluate notable designers and existing products to inspire them to create their own ideas and designs. Children are highly creative and

technology curriculum to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.	accessory for play that encourages children to make, create, problem solve and hypothesize. Extra-curricular Opportunities: We are proud to use and showcase our design and technology skills at community events throughout the year. Year on year we repurpose the products that we have produced which enables children to evaluate, modify and recycle their designs, with a firm understanding of how to be responsible and sustainable designers of the future. Whitley Bay Carnival & Mouth of the Tyne Festival - Children and families join us to design and make costumes, props and our annual carnival/festival float. This provides a real-life context for children to work with an array of materials such as textiles and bamboo, as well as time to practise sewing, cutting, joining and fixing. St Nicholas Lantern Festival - Children and their families join us to make lanterns in preparation for our lantern procession. Children learn how to fix willow to create interesting designs that can be covered in translucent paper ready to be illuminated. Early Years Foundation Stage: Children explore and use a variety of media and materials through a combination of child-initiated and adult-directed activities. They have the opportunities to learn to: • Use different media and materials to express their own ideas • Use what they have learnt about media and materials in original ways, thinking about form, function and purpose • Make plans and construct with a purpose in mind using a variety of resources both indoors and outside • Develop skills to use simple tools and techniques appropriately, effectively and safely • Select appropriate resources for a product and adapt their work where necessary • Cook and prepare food Dancing Diggers: Our EYFS children take part in 'Dancing Diggers' sessions. These are immersive sessions that incorporate science, art, design, PE and music, broadening the children's understanding of the world around them while encouraging creativity and curiosity. Assessment & SEND: • Children's skills and knowledge are assessed by teachers using AfL strategies during lessons and through summative assessment at the end of each unit of work. • EYFS children's progress and attainment is observed throughout the year in relation to PSE & Physical Development, Understanding the World and Expressive Art & Design. • A range of tools are used within the classroom to ensure quality first teaching and individualised pupil support where needed, such as soft grip scissors, pencil grips, ear defenders and writing/drawing slopes.	understand how they can be responsible designers of the future. Children's knowledge and skills are assessed continuously by the class teacher throughout lessons, and through a summative assessment each term. Children are assessed as working below, at or exceeding age-related expectations. The vast majority of our children meet or exceed these expectations year on year. The Design & Technology Leader is proactive in using teacher assessment to identify further areas for curriculum development, pupil support and/or training requirements for staff. EYFS pupils' progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age. The majority of children meet their goals by the end of their reception year.
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