

**Trewirgie Infants’ & Nursery School**

**Design and Technology STRATEGY for 2021 – 2022**

**INTENT**

* All staff to have a clear vision of DT for Trewirgie Infant & Nursery School.
* DT to be inclusive and accessible to all.
* Children to develop creative, technical and practical expertise needed to participate in an increasingly technological world.
* For children to have regular opportunities to design, make and evaluate purposeful projects that respond to human needs, wants and interests.
* Children will be able to articulate how their projects link to wider skills and explain why they have made it.
* All children will complete a series of projects, building on prior skills and knowledge that progress across from EYFS to Year 2.
* Children will be able to recall previous skills and discuss how their knowledge/skill set has developed.
* Children will have clear understanding of lesson ‘end points’
* Children will take inspiration from artists, designers and the community around them as well as the wider world. They will use this knowledge to create products for an intended user.
* They will be able to explore, investigate and think critically in a range of situations which will help them in their later lives.
* To have a clear curriculum and progression of skills with a clear, robust assessment system.
* They will be able to use technical language when discussing their projects.
* Pupils will be able to implement DT processes from conception to the end product.

**Curriculum overview**

At Trewirgie Infants school we follow the ‘Kapow’ DT scheme. The scheme covers all necessary skills, language and knowledge for most children to succeed. The scheme shows clear progression across the main areas of focus: textiles, mechanisms, structures and food. This allows children to build upon previous skills taught. The scheme has been adapted and personalised to the children at Trewirgie and for the context of the school. Projects often link to year group topics and have been used as unit ‘end points because of this the skills developing are in context and purposeful. Children develop technical knowledge and skills throughout projects. The projects are flexible to meet the need of the individual pupil and should be linked to the wider community/school projects where possible.

**IMPLEMENTATION**

Pupils will experience a varied and sequenced approach to DT that builds upon previous skills and knowledge from EYFS to Year 2. They will use a range of different materials and processes, making cross curricular links where possible and linked to the wider community. Children will have access to a range of different materials, encouraging them to think about these processes independently with an informed choice. Lessons are taught in a 4 part sequence, researching, designing, making and evaluating. The Kapow scheme is followed but should be adapted where possible as each unit should be purposeful and relevant to their needs and interests. Pupils will be involved in at least one cooking opportunity throughout the year to develop their understanding of healthy eating and enhance their cooking skills. Children will be exposed to people and events that have helped to shape the technological world we live in. In the Foundation Stage DT will be taught with guidance from the Express Art and Design strand. Lessons will be planned and adapted in order to be most beneficial to the children. Skills, language and knowledge is started in nursery.

**Approaches to teaching**

**DT lessons should be:**

• Based around the 4 lesson cycle: research, design, make, evaluate.

• Purposeful and linked to cross curricular subjects.

• Empowering to allow children to experiment and be innovative.

• Have a spaced retrieval quiz on a unit (knowledge catcher).

• Practical and hands on as much as possible.

• Each lesson should start with a retrieval and oracy starter

• Start each unit with a ‘What we know’ and end each unit with a ‘What we know now’ and end with a unit quiz

**Timetable**

Children should be taught an aspect of DT at least once a term and should cover the 4 taught areas (mechanisms, textiles, structures and food) throughout the year. Some units have more than one unit as we want our children to develop skills beyond the national curriculum.

**Approaches to supporting disadvantaged and SEND pupils**

DT lessons should be accessible to all and DT lessons can be adapted for those with additional needs by simplifying, changing materials or experimenting with a previously taught skill. Extra support can be implemented to support DT. Ways of recording can be adapted so all children can succeed with the project. Please see SEN curriculum document for specific need details.

**Development of staff expertise**

Staff meetings training. Training on Kapow website, showing key skills and videos to support teacher understanding. Discussions with subject leader. Leader keeping up-to-date with current topics and skills.

**Displays**

Displays to show progression not just the final project. Show the designs and any skills the children have practised. The learning the children go on. This could also show previous learning from other years, eg textiles a picture of what they made in that learning last year and how this now builds on it.

**Long term memory**

Every unit should end with a unit quiz. Knowledge catchers for each unit should be used throughout the year as a method of spaced retrieval task.

**Home-school links**

If appropriate units are shared with parents. For example skills taught within each food unit have useful information about healthy diets that could be implemented at home.

**Life aspirations**

Throughout the year we aim to have either a chef, architect, designer or builder in to inspire the children to know they can achieve anything they want.

**IMPACT**

Children can discuss and record what they would like to find out about their topic. At the end of the topic this is reviewed and the children reflect on the progress they have made. They will be able to talk about their design and technology projects and use subject specific language to discuss what they have learnt. Each child will feel inspired and curious about Design & Technology and want to find out more about it in their world feeling confident to follow their own lines of enquiry. Our children will be able to explain how to take risks safely using appropriate tools so they can be independent, resourceful designers using their own initiative. This will be evidenced through their progress in knowledge and skills from the beginning of a topic to the end.

**LONG TERM MEMORY**

* Spaced pupils conferencing completed on Year 1 textile project. They could each retrieve the process and the joining techniques they used. Year R- could tell me where to find learning they had done previously and spoke about how they made their rockets. More spaced pupil conferencing to take place in summer term.

**Approaches to teaching:**

* Children will be highly engaged and subsequently be able to recall and remember key skills and knowledge, enabling them to succeed in their DT education.
* They will be able to understand how a product is brought to life through the 4 key steps (research, design, make, evaluate).
* They will have an understanding of how their ideas contribute and challenge the world around them.

**Timetabling:**

* All areas will be covered with a good level of depth, making the intentions memorable. The children will therefore always be ready for the next steps in their education.

**SEN:**

* All children are given opportunities to access the DT curriculum. They feel proud of their efforts and accomplishments. Children are engaged and participate. Year 2 food- SEN pupil used adaptive knives to cut and explored different flavour combinations. Usually has very limited diet.

**Staff expertise:**

* Staff deliver high quality DT lessons that show clear progression. They are able to demonstrate good levels of subject knowledge and know how to access online resources. They will know to utilize knowledge of the subject from the DT lead. Staff are confident in teaching DT and really enjoy the Kapow scheme.
* Staff will feel empowered to change and adapt the area themes in order to meet the needs of their individual learners. Year 1 changed mechanisms- jubilee cars.