DT at St Mary's Catholic Primary School

Children develop their skills within Design and Technology through explicit teaching of knowledge and the relevant disciplinary skills. Children are encouraged to think like designer, chef and constructor.

Design and Technology lessons are taught every term in the form of 3-4 week units. Lessons will allow the children to use the appropriate technical language and will be relevant to the school's locality. Lessons will provide the pupils with a context for designing and making a meaningful product.

Design, Make, Do

Units will be taught over the course of four lessons, focusing on:

1. Exposure to the brief/product. This will include an introduction to the designer, handling/dissecting of current products, tasting dishes, studying photographs etc.

2. The design process. Pupils will produce labelled diagrams, make notes on their products. Pupils will also have the opportunity to make prototypes, applying taught skills modelled by the teacher.

3. Making the designed product. Pupils will refer to their plans and the skills previously modelled.

4. Evaluating the final product. Teachers to focus on one aspect at a time to ensure high quality evaluation e.g. taste for food dishes, presentation of textile products, stability of structures.

Connect (Revisit prior learning)

Children will have the opportunity to revisit prior learning. This can be in the form of:

- CUSP retrieval tasks (where relevant)
- Recapping and applying technological language (as outlined by the NC)
- Quiz questions recapping the previous lesson
- Key questions
- Engaging with designer/concept

Explain

What we are aiming for? What's point?

"Anyone can cook, but only the fearless can be great." – Chef Gusteau, Disney's Ratatouille

All children should feel empowered and inspired to be designers, cooks and constructors. The brief must be clearly explained to pupils with reference to the core designer (CUSP). Children will be exposed to existing products/dishes that will inspire their design and making process. They will understand the relevance and importance these products have in the modern-day world. As much as possible, links will be made to the school and local area to give context and meaning to the children's experience e.g. Felixstowe Docks for making a pulley system, cooking Indian cuisine to reflect the school multicultural community.

Example (My turn- teacher modelling):

Teachers will model the required skills needed to help the pupils achieve their designed product. This can be broken down into steps and stages, depending on the age of pupils. Pupils will build upon skills each year in line with vertical progression e.g. in food technology and textiles. For example, in EYFS pupils will chop food with support. By Year 2, pupils will be able to chop, peel, grate and season foods.

Attempt (Our turn):

Children will have the opportunity to apply taught skills by designing and making prototypes and testers. During this process, the children will have the opportunity to reflect on their original design, making edits, notes and amendments where needed.

Apply:

The pupils will make their final product, referring to the amended/original designs and the skills taught by the teacher. It may benefit children if adults recapped taught skills prior to pupils making their final product.

Challenge:

When evaluating, children should rank the quality their final products to their original design as well to existing products on the market.

They will rate their products using a criteria, (e.g. using a smiley face template or rating out of 5), providing clear reasons for these. Pupils will focus on one aspect to ensure high quality evaluation e.g. texture of food dishes, structural stability of textiles.

Children will then reflect on what they can improve if they were to make the product again, thus referring back to the original design model.

Books

Pupils books should include:

- The hexagonal grid, exposing pupils to the designer.
- Knowledge note for the start of each unit.
- Opportunities to draw diagrams and table formats.
- Opportunities for extended writing e.g. evaluation process.
- Photo evidence/collages.

Working walls:

Working Walls should be updated accordingly and built upon. This should include:

- The hexagonal grid, exposing pupils to the designer.
- Photographs of the designer.
- Photographs/images/examples of relevant or existing products linked to unit.
- Key technical language.
- An example of children's learning.

- Additional: Inspirational mantra e.g. “Anyone can cook.” -Disney’s Ratatouille.

SEND: Adaptations in DT include but are not exclusive to:

- Adult support where possible.
- Sentence stems and scaffolds.
- Word banks.
- Visual aids.
- Adapted tools e.g. looped scissors, thicker threading needles for pupils with fine motor difficulties.
- Adapted materials e.g thinner materials for cutting/sewing.

Be mindful that just because a child is on the SEND register that they can achieve in-line with their peers- there will be individual adaptations in these cases- **children with SEND have the right to think hard too!**

Assessment: Teachers have a blue assessment folder where assessment records are kept. For each lesson teachers will identify children who required support and those who exceeded the lesson expectations. Lesson plans will also be included to show assessment notes/annotations to guide the next the lesson.

Presentation: Always have high expectations of presentation and address as necessary. Make adaptions where needed (for example where a child has a special educational need).

Good presentation will include:

- KS2 using DUMTUMS.
- Handwriting of good standard, (age appropriate and in line with Nelson handwriting scheme.)
- Rulers to be used for labelled diagrams.
- Children drawing their own tables (UKS2)