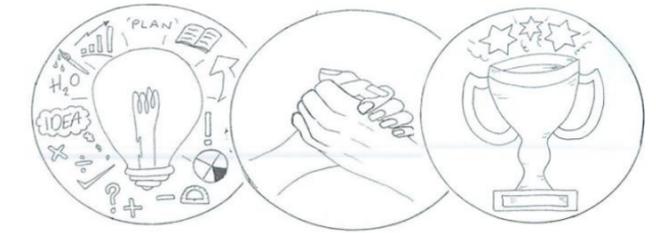




STOKESAY  
PRIMARY  
SCHOOL



## Design & Technology – Intent, Implementation and Outcomes.

### I can. (Intent.)



Design and technology is a growing and integral part of our lives and our children will be the innovators and designers of the future, so our DT curriculum requires children to show innovation, creativity and to develop specific skills.

Designers shape the built environment, the digital world and the products and services we use, creating better places, better products, better processes, and better performance. So, we want to ensure our children are equipped with the experiences to meet these challenges through a varied and rich DT curriculum which inspires their creativity and problem-solving skills.

### We can. (Implementation.)



In DT at Stokesay we follow the aims and purpose of study laid out in the National Curriculum and use a rolling 2-year program due to mixed age classes.

- DT knowledge and skills begin in Early Years through the 'Understanding the World' strand as children develop fine motor skills using simple tools, explore using different materials and make simple models.
- In KS1, we learn 4 key strands of D&T: mechanisms, textiles, structures and cooking. These strands are taught twice within KS1, allowing for progression of skills and knowledge. Each strand is taught twice within an academic year, and then not taught the following (see D&T Long-term plan for more information). This means that no child will be taught and strand 'out of sequence'.
- In KS2, we learn 6 key strands of D&T: mechanisms, textiles, structures, electrical systems, digital world and cooking. These strands are taught twice within KS2, allowing for progression of skills and knowledge. Each strand is taught once within an academic year, and then not taught the following (see D&T Long-term plan for more information).

This means that no child will be taught and strand 'out of sequence'. Children's interest is captured mostly through themed topic-based projects, ensuring cross curricular links, often involving science, art, or maths, which gives motivation and meaning for their learning and ensures a deeper learning experience. This also helps to develop a sound knowledge of how design and technology is found everywhere. Sometimes a DT project will take place as a block of several days, rather than in weekly sessions, to enable designs to be developed more thoroughly and skills fully explored as children can become more immersed in their projects without interruption.

### Stokesay can. (Outcomes.)



DT is monitored through learning walks by subject lead, SLT and governors and through book trawls to check coverage and progression. Learning is also shared with parents through parent assemblies or workshops.

At the end of each unit of learning teachers review and record if children are achieving lesson learning objectives that should have been taught throughout the unit using the Kapow coverage system. It can also be used to identify areas where the whole class may need to revisit learning.

#### **SEND**

Design and Technology is a fully inclusive subject at Stokesay, and we are committed to the Special Educational Needs and Disability Code of Practice. The curriculum is not narrowed for pupils, however how the lesson is delivered is adapted to incorporate the individual needs of those children in the class such as by using iPads to record ideas or evaluate work, rather than through writing. They are supported by TAs in sessions to participate and achieve alongside their peers and if, for example, pupils struggle with sawing or sewing, using glue guns or assembling structures, TAs can work closely to ensure they can achieve alongside their peers.