



Intent

At Boutcher Primary School our vision for Design Technology (DT) is that all children have the opportunity, through 'hands on experience' to be creative and design in a varied way, with meaning. Through DT, we encourage children to become independent, creative problem solvers and thinkers both as individuals and as part of a team. Our immersive curriculum provides opportunities for children to design, create and reflect on their DT work. We celebrate children's successes and encourage them to evaluate their designs, material choices and final product and also identify possible development points. Design Technology is a way for children to use their imagination and creativity, testing their own ideas to gain self-confidence.

The National Curriculum for DT 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

In EYFS, children have a range of opportunities to design and create through adult-led and child-led activities. They are frequently exposed to simple tools which are designed to improve their fine-motor skills. They are encouraged to discuss their ideas with others, talk about what they have made and comment on the work of others.

Implementation

When delivering the creative curriculum at Boutcher there is a real focus on teaching the children new skills and techniques. To ensure design and technology 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 DT sessions and ensure they are memorable. An example of this is all children in the school designing, creating and evaluating their costume for our annual Carnival Festival.

In Early Years, DT is developed through continuous provision. DT is accessible in both our creative and construction areas within the classroom, where the children thrive by carrying out challenges set by the teacher. Depending on the children's engagement and learning, the teacher will either revisit the challenge or move the children's learning forward by setting a new challenge. We encourage the children to participate in the activities and encourage their determination to try a new challenge, however we also support and encourage the children to think individually and have their own idea's focussing on the process not the end product.

Teachers and Assistants Teachers support the children with questioning, recall and key vocabulary in their DT learning throughout the school.

Impact

- Children have a greater understanding of the process required when designing and are able to talk through each stage with increased confidence as they move through the EYFS to the end of KS2.
 - Children are reflective learners and use evaluative skills to review their DT work.
- Children confidently communicate their ideas in a variety of ways, for example, by talking, drawing or through IT.
- We will be able to see that the children know more and remember in more in DT, through evidence displayed around the school and pupil voice. We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.

What can I expect to see in a DT lesson at Boutcher?

- The children creating and thinking critically to make, build and evaluate their work
- Children who are keen to learn and have a passion for constructing, building and creating
- Class teachers and Assistant teachers questioning the children to think at a deeper level, embedding construction and problem-solving skills.
- Children who are proud of what they have created and confident to talk about the different aspects of their work.

Examples of outstanding learning:

Designing and creating masks, headpieces, lanterns and clay jewellery for carnival festival...



What voice do pupils have?

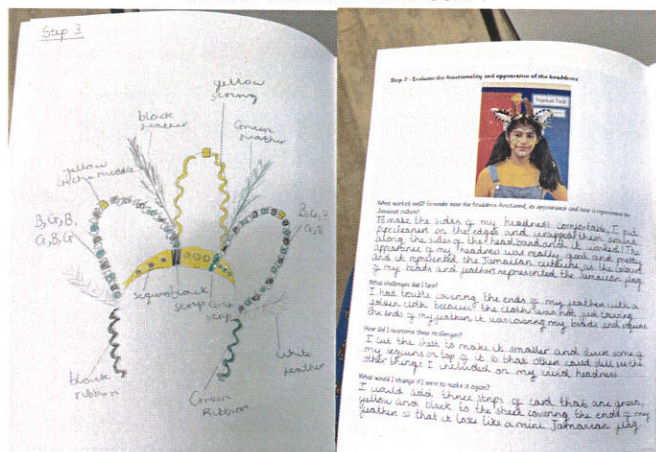
Olivia (Reception): In the construction area, I created a bridge with my friend for the 'Three Billy Goats Gruff' to walk over! We needed to keep adding more bricks to make the bridge stronger.



Martha (Year 1): I enjoy designing and painting. To celebrate carnival, I designed and created my own 'Rio Festival' themed mask.



Alishba (Year 6): This term, I designed, created and evaluated my own headpiece – made in the style of the artist 'Marelle Steblecki'.



How do children's skills progress?

An example of skills progression from Reception – Y6

Making						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Uses a range of selected tools and equipment to perform practical tasks (for example, cutting and joining) Uses a wide range of materials, component	Selects from a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) Starts to choose from a wide range of materials, components,	Begins to explain their choice of tools and equipment to perform practical tasks accurately. Selects from a wide range of materials, components, including construction materials and textiles,	Explains use of a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Selects from a wide range of materials,	Explains and chooses a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Explains choice when using a wide	Confidently explains and chooses a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

	s, including construction materials and textiles.	including construction materials and textiles, according to their characteristics.	according to their characteristics.	components, including construction materials and textiles, according to their characteristics.	range of materials, components, including construction materials and textiles, according to their characteristics.	Confidently explains and chooses from a wide range of materials, components, including construction materials and textiles, according to their characteristics.
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What are the priorities in DT for 2021/2022?

- Ensure that children are provided with purposeful design projects, inspired by our culturally rich and diverse community.
 - Children in all year groups to further develop evaluation skills.

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