

Subject Intent through our Values

Community: When producing their DT work, children experience working both individually and collaboratively and have many opportunities to evaluate their own and others' work. Through their DT units, children are also learning how to use and negotiate using tools and resources with peers as well as sharing their creations with other classes and staff members and parent community.

Peace: We teach DT to stimulate creativity, imagination and as a way for children to make sense of the world they live in. We believe this can positively impact the quality of our children's lives and their emotional wellbeing, both within and beyond school.

Love: We develop a love of creating through DT units with many opportunities for self-expression and individuality. DT projects are sometimes connected to seasonal festivities and we show love by giving and gifting our creations.

Resilience: All children are emboldened to take risks and experiment; they are encouraged to be reflective and evaluate their work. They are encouraged to persevere when they feel challenged and to build on being resilient, and enjoy achieving for their own pleasure.

How we make our curriculum exciting and engaging and increase children's cultural capital

DT engages our students through hands-on activities that have a clear purpose and value. We provide opportunities to spark curiosity and ignite future ambition by exposing children to real-life designers and inventors. In EYFS and KS1 we offer a DT club to nurture creative learners and creative thinkers.

Spirituality

In our DT curriculum we develop spirituality through children connecting to the physical world through creative hands-on projects. We aim to develop pupils' sense of imagination, creativity and the satisfaction of expressing themselves creatively.

Our Curriculum Approach

We use Kapow across the school to ensure clear sequencing and a progression of knowledge and skills. Our children leave us with an awareness of how D&T shape our lives. The curriculum is designed so that learners build on the previous knowledge and skills. We provide opportunities for children to be curious and to develop their skills using a range of media and materials. We emphasise how DT is applicable in our life and can enhance it.

DESIGN TECHNOLOGY



At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy:

Children develop oral skills through their peer talk, evaluation and self-reflection of DT work.

Key vocabulary is identified within each unit plan and children are exposed to this at the beginning of a lesson and are provided with different opportunities to use it throughout the unit (e.g. peer talk, presentations, etc.)

How we Adapt Teaching to meet the needs of our pupils:

- **Adaptive teaching** strategies applied using the Surrey OAP guidance
- **Dual Coded visuals** to support vocabulary and understanding.
- Group / partner working
- **Practical activities**
- Break down lessons into manageable chunks.
- **Adapted media, resources and tools.**
- **Explicit modelling by a teacher**
- **Opportunities to experience textures, smells/tastes beforehand.**

Big Ideas

We've identified these strands (substantive concepts) that run across our curriculum: Textile, Mechanisms, Cooking & Nutrition, Structures, Digital World (KS2), Electrical systems (KS2)

Disciplinary Knowledge: Research & Explore, Design, Make, Suggest improvements, Modify, Evaluate.

Teaching and Learning Approaches used in this subject:

- Planned **retrieval practice**
- Communication of clear **learning objectives**
- Teachers use the '**I do, we do, you do**' teaching cycle.
- **Modelling** of key techniques – teacher, child and video.
- **Cold calling** and **think pair share**
- **Evaluation** using self and peer assessment such as 60 second galleries.
- Use of DT book for **experimentation** and **skill development.**
- **Celebration** of work using displays and Class Dojo.

How we assess:

- Retrieval practice
- Low-stakes quizzing
- Plenary aka 'Wrapping up' sessions in Kapow lessons
- Formative and summative assessment is used to promote progress and inform future teaching.
- Self and peer evaluation