**Design and Technology at Belfield**



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| **Our Vision for Design and Technology**Our Computer curriculum *aims to equip all children with the skills & knowledge to enable them to lead a happy, healthy & purposeful life.*We encourage our children to use creativity and imagination, designing and making products that solve real and relevant problems within a variety of contexts. Our curriculum draws on links between mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We want our pupils’ knowledge of Design Technology, to help them influence and improve the ever-changing world we live in. | **Content and Sequencing**DT is taught in either blocks of study or across a half term, linked to other subjects (often science, humanities). |
| **Food** | **Technology** |
| **EYFS** – Healthy food – demonstration and participating in cooking**KS1** – fruit kebabs, food from Bangladesh veg curry (peeling, chopping)**LKS2** – Baking bread, Edible Garden (pesto)**UKS2** – Fair Trade cooking, food inspired by Islamic Countries | **EYFS –** use a range of materials thinking about uses and purposes (construction) Specific skills eg scissors**KS1** – Introduced to the Design, Make, Evaluate process. Finger puppets Y1, Sliders and levels Y1, Freestanding structures Y2, Wheels and axles Y2**LKS2** – Puppets Y3, Levers and Linkages Y3, Shell Structures Y4, Sewing aprons (running stitch) Y4**UKS2** – Pulleys Y5, Frame Structures Y5, Combining different fabric shapes Y5, Patch-work Quilt (CAD) Y6 |
| **Links across the curriculum****English –** instructional language**Maths** – Measuring, shapes, colours**Science** – Healthy Eating topics, Edible Garden, Levers Y3**Art** – sketching, decorating, painting**History –** Frame structures (Viking longhouses) WW2 Patch work quilt**Geography –** Bangladeshi food (Y2)**RHE –** Healthy Eating**Computing –** CAD – patch work textile design | **Retrieval****EYFS** Scrap books and learning journeysLow stakes quizzingEnd of topic quizzesKnowledge organisersEvaluationDisplays – photos of work and progression across school | **Progress/assessment**-Units of work are carefully sequenced so prior knowledge and concepts are built upon, leading to a greater understanding of Design and Technology-We use our ongoing assessment to inform judgments using “I Can statements”-At the end of the year, teachers use this information to make a judgment of Working Towards, At Expected or Greater Depth | **Support** Every child has access to the Design and Technology National Curriculum, at a level appropriate to their age or ability, and with varying levels of support. This includes some children with EHCPs who receive 1:1 support during design and technology lessons and some who receive small group support to access the age appropriate curriculum. |