

# Design and Technology

Regis Manor Primary School



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# Intent

Design and Technology within the modern world is ever present for all. It is imperative that all children are given the opportunities to develop their own personal life skills. Through gaining these experiences, children can foster a love of creative learning, which can then support their potential life decisions. These can include; creativity, critical thinking skills, communication and practical knowledge and competence. The Programme of Study, delivered through a rich and varied curriculum, enables children to explore their own potential and talents. Through exposing children to practical experiences, such as construction, cooking, sewing, knitting, design, technology and enterprise opportunities our pupils will develop a love of creative learning and how this is apparent within the world around us. How does this link with our school context? Design and Technology will enable all children to develop resilience, confidence and a sense of achievement. Through participating in lessons, which can be practical, pupils will have the opportunity to develop ingenuity and expertise. By challenging their decision-making and risk-taking, their self-awareness will support them into future discoveries and the world beyond.

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# Implementation

## How is Design and Technology taught at Regis Manor?

Within a variety of creative and practical activities we teach the knowledge, understanding and skills needed to engage in the process of designing and making. There are regular opportunities to develop practical skills and plan, make and review products. Following a long term plan, over a two year cycle, ensures that skills and knowledge are developed over time and embedded.

Food technology is implemented across the school so children can learn about where food comes from, as well as a healthy, balanced diet and preparing food hygienically and safely.

Design and Technology objectives are reinforced throughout our curriculum, for example in Maths (nets/shapes/direction and movement). DT projects are set within termly homework, allowing pupils to collaborate with their parents/carers to create products and consolidate practical skills and knowledge taught in school.



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## Design Technology in the Early Years

In EYFS, activities are planned related to termly topics. We ensure children develop skills related to the DT curriculum within the Expressive Arts and Design and Physical Development areas of learning. They are taught how to handle and use small tools, such as scissors and paintbrushes effectively and to safely use and explore a variety of materials, tools and techniques. They are encouraged to experiment with colour, design, texture, form and function. Pupils enjoy sharing their creations, explaining the process they have used to make it, as evidenced in the children's individual portfolios.



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## KS1 and KS2

Children learn to design, make and evaluate across a range of mediums within a variety of purposes and are regularly encouraged to reflect on their work. They practise using a range of tools and develop techniques in joining, measuring, cutting and shaping. Pupils enjoy learning about cooking and nutrition and creating their own food products.

Teachers use the PKC scheme of work to ensure high quality DT project outcomes are achieved. These lessons are taught independently of the terms learning journey. Through following PKC's lesson plans, it means there is a clear progression of knowledge and skills alongside appropriate challenge in areas such as cooking and nutrition, mechanical systems, textiles, electrical systems, structures and the digital world.



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# Inclusive Practice

Throughout Regis Manor, learning in DT is differentiated to match each child's developmental stage. Tasks are clearly scaffolded with key skills and techniques modelled by teachers, with time for pupils to practise and improve skills such as cutting and shaping. Pupils have access to a range of prototypes as examples to ensure aspirational and high quality product outcomes.

Lessons are adapted where necessary to meet the needs of each class and adapted tools, such as 'smart loop' scissors, are used as needed.

DT is also often used to support the needs of SEN pupils, with practical craft activities provided in our 'lunch bunch group' which is designed to support children that face difficulties with unstructured play at lunchtimes.



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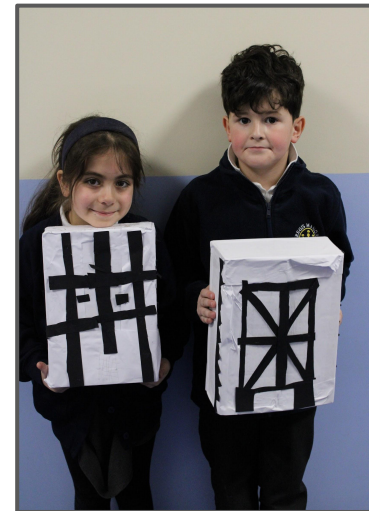


# Enrichment Activities

Enrichment Activities are at the heart of Regis Manor. In DT we aim to provide opportunities for children to explore their learning in a more practical way. Some DT enrichment activities at Regis Manor include:

- KS1- Making buildings from Pudding Lane and recreating 'The Great Fire of London'
- Cooking Club
- Home Learning DT projects
- Sculpture workshops

Enrichment activities often see high levels of pupil engagement in the subject and lead to high quality outcomes, as well as providing valuable and memorable experiences.



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# Impact of the curriculum

At Regis Manor we measure children's progression in DT against the core curriculum skills and objectives for each year group. We believe that by the time they leave for secondary school, children will have gained the expertise to make high quality prototypes and products for a wide range of uses. Additionally, they will be able to evaluate, test and critique their own products and the work of others.

This will be evidenced through:

- Topic books / portfolios
- Photographs
- Pupil conferences
- Observations and learning walks
- Completed outcomes and displays



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# National Curriculum

DT is taught across the school as part of our afternoon topic lessons. We follow a one year curriculum cycle, during which DT is taught discretely to ensure that all learning objectives are covered. Where possible, DT projects and outcomes are linked to current topics.

For the curriculum overview please go to our [curriculum page](#).



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# Assessment

At Regis Manor, we assess children's progression in DT against the core curriculum skills and objectives for each year group at the end of each termly topic. Using the PKC scheme, children will complete assessments based on the topic through quizzes. They will also work towards an outcome piece of work which will involve using a culmination of the skills they have learnt through the unit. This will then inform the teacher as to whether a pupil is secure in the unit outcomes.

Name:	Quiz - KS1
Unit title: Moving story book	
<b>Q1</b>	<b>What is a mechanism?</b>
<b>A</b>	Parts of an object that conduct electricity.
<b>B</b>	Parts of an object that move together.
<b>C</b>	Parts of an object that attach to each other.
<b>Q2</b>	<b>What does a slider mechanism do?</b>
<b>A</b>	Makes the object spin.
<b>B</b>	Moves the object from side to side or up and down.
<b>C</b>	Spings the object off the page.
<b>Q3</b>	<b>What are the main parts of a slider mechanism?</b>
<b>A</b>	Slider, slot, guides and object.
<b>B</b>	Spring, hole, paper slot and object.
<b>C</b>	Lever, crank, wheel and object.
<b>Q4</b>	<b>Using slider mechanisms in our storybook will...</b>
<b>A</b>	...allow us to turn the pages.
<b>B</b>	...allow us to play sounds.
<b>C</b>	...allow us to create moving parts.