

'In a Nutshell'

Design and Technology

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Curriculum Intent At New Marston Primary school we build a Design Technology curriculum which develops learning and creativity, which results in the acquisition of knowledge and skills. Children will therefore know more, remember more and understand processes better. We design lessons appropriate to subject knowledge, skills and understanding as stated in the National curriculum. To fulfil this we provide a balanced and broadly based curriculum which promotes physical development, inspires grit and prepares them for the opportunities and experiences of later life.

Implementation Design and technology lessons are planned for and covered across the school, making sure that children learn additional skills, knowledge and understanding and enhance our curriculum.

- Delivery of projects with a clear structure and outcome. Each year group to understand some form of construction topic and a textile topic.
- Delivery of lessons to follow a clear design process which includes - research, design, construction and evaluation. Children to understand the importance of each stage.
- A range of skills to be taught and children to understand how to use the different equipment safely.
- Children are asked to self-evaluate their work and think about improvements.
- Vocabulary to be taught in lines with our grammar splat, children to understand the importance of subject specific language.
- Use of independent learning and collaborative learning to support pupils in team building projects and having ownership of their work

As part of our Electives afternoons (which happen once a month), children are able to choose to take part in a selection of DT projects, such as: puppet making, Hama bead design, clay construction, cardboard construction, photography and sewing.

Learning Environment and resources Children will have a clear enjoyment and confidence in this subject which can be applied in other areas of the curriculum.
Children to demonstrate the correct use of tools and techniques.
Each class has their own set of resources such as: paper, sketching pencils, scissors, glue, paint and brushes.
Other resources such as: water colours and clay tools are shared across the keystage.
Resources needed for a specific project are brought using the DT budget which allows pupils to experience a broader range of media. For example: sewing equipment in year 3 to make puppets, clay in year 4 to make Roman pots, wire in year 6 to make human figures.

Assessment & Feedback Assessment is based on teacher assessment of the children. Teachers use the skill progression to check where children should be at each stage and how to incorporate this into their planning.
Pupil's and teacher's voice is used as a form of feedback and also a questionnaire of adult knowledge and skills to ensure support is given where needed.

[How we assess Art and DT at New Marston Primary School](#)

Links to EYFS	Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
		Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
		Understanding the World	<ul style="list-style-type: none"> • Explore how things work
		Expressive Arts and Design	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
		Physical Development	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with

			developing control and grace. <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Reception	Expressive art and design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills
		Fine motor skills	Use a range of small tools, including scissors, paintbrushes and cutlery
		Creating with materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
<p>Within the Early Years, pupils have access to an enabling environment that includes opportunities to use a range of tools, join materials, experiment and create. They are able to develop their fine motor kills and explore how things work through junk modelling, construction (both large and small), the playdough areas throughout their day, as well as adult initiated topics and activities.</p>			
Other information	<ul style="list-style-type: none"> Progression of skill for DT DT Vocabulary progression 		