

Design & Technology

Why we teach Design & Technology at Coton Green

Here at Coton Green, Design and Technology is a creative journey using art, craft and design. It is an inspiring, rigorous and practical subject which encourages children to think creatively, solve problems and provides opportunities for children to become actively involved in a practical and valuable subject.

Pupils learn how to become resourceful, innovative, enterprising and have an understanding of the wider world. It enables individuals to take risks, whilst considering the wants, needs and values for themselves and others. Art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The National Curriculum for design and technology 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.

How Design & Technology is taught at Coton Green

Design and Technology is a subject that can bring learning to life. At Coton Green our curriculum links are an integral part of the planning and delivery of Design & Technology. Pupils are taught through Design and Technology projects once a term. These projects cover four strands: structures, textiles, mechanisms and food. They all follow the key steps:

Design a purposeful, functional product for themselves or others based on a criterion

Make using a range of tools, materials and components

Explore & Evaluate ideas and products

Build on their **technical knowledge** to build structures and explore mechanisms

Cook and apply the principles of nutrition and healthy eating

These projects are closely linked to our creative curriculum, Books, Mathematics, Science History, Computing and Art.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework. All will be explored through planning of topics which are outlined on the EYFS Curriculum Overview.

EYFS	Personal, Social and Emotional Development	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	Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Progress towards a more fluent style of moving, with developing control and grace. 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.	
	Understanding the world	Explore how things work	
	Expressive Arts and Design	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. 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.	
	Autumn 2021	Spring 2022	Summer 2022
Year 1/2	Structures Plastic pollution and recycling of materials	Mechanisms Rockets	Textiles Linked with science
Year 3/4	Structures Stone Age shelter	Food Baguettes & their fillings	Textiles Toga puppet
Year 5/6	Textiles Design and make a poppy	Structures Design and make a bomb proof shelter	Mechanisms Making a sensor

How well are pupil's learning?

Assessment:

Assessments for learning should be ongoing and actionable. It provides us with a clear snapshot of student learning and understanding. Formative assessment through group projects, evaluations and discussions within sessions is an opportunity to ensure foundations are secure before moving on.

Monitoring

The subject lead, as well as members of the senior leadership team are responsible for the monitoring of subjects, which leads to improvement and offers guidance on one subject within the school. The focus is outlined within the schools Action Plan and can be staff specific or a whole school focus. This can be done through pupil conversations, professional discussions with staff, and learning walks. The leaders monitor the quality of teaching and provide feedback to ensure planning and delivery of Design and Technology sessions are of a high quality. Feedback is given promptly to develop practice and if needed, planning of CPD.

Moderation

Subject leaders compare books and children's work to identify potential areas for development. Design and Technology is in its development stage with ATLP.

Design & Technology Lead
Mrs Rawlings