

- DT - Subject on a Page

Impact – So What?

Children talk with increasing confidence about their learning in DT using appropriate vocabulary

Children discover new interests and talents in design, sculpture and construction

Implementation – How?

Nurturing a resilient learning attitude towards product design, focusing on evaluation

Providing a range of materials for children to explore

Children given opportunity develop a range of design skills.

Intent – Why?

- Provide an opportunity for all children to learn the skills required to be a successful designer
- Encourage children to discover an interest in design technology
- Allow children to critically engage with design, sculpture and construction
- Plan opportunities to create and evaluate a range of products
- Give all learners the opportunity to enjoy being creative!
- Enable learners to access a range of materials in order to understand their properties
- Widen children's vocabulary and use of technical language
- Encourage children to engage with products, considering their purpose and practically

High quality teaching that is appropriately pitched to individuals

Children confidently apply their new found knowledge to other areas of learning

Outcomes at the end of each Key Stage is good or better

Regular assessment based on key milestones supported by the Chris Quigley Essentials curriculum which ensures learning is well pitched and matched to individual needs

DT is well resourced within the school community and children enjoy regular lessons that are highly valued and enjoyed.

Pupils develop a wider vocabulary, using technical and topic vocabulary

Children consider how DT learning links to the wider world around them, identifying designs/products they appreciate and explaining why

Demonstrate the enjoyment children feel when designing, making and evaluating their own product

Children enjoy DT lessons and are confident to 'have a go' applying their new skills

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