North Newton Primary School – Curriculum Statement

'Together we achieve'

At North Newton Community Primary School (NNCPS), children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace our Whole school values **'Together we achieve'**, which enables us to be compassionate and responsible members of our community and make positive contributions to society. We thread through our curriculum the 6 main themes – SAFE, PREPARED, TOGETHER, ACHIEVE, ASPIRE, BELIEVE

Curriculum Statement for the teaching and learning of ____Design Technology___ 2022 - 2023

<table>
<tr><td>INTENT</td><td colspan="3">Our policies, resources and Curriculum Maestro scheme supports our vision 'Together we achieve'.
The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills. Each project is based around design ad technology subject focus of structures, mechanisms, cooking and nutrition or textiles. The design and technology curriculum's electronic systems and IT monitoring and control elements are explicitly taught in our science projects to ensure links between the subjects are highlighted. Design Technology helps us learn the process of identifying, planning, making and testing a product for a user. We can use our understanding in other areas of learning such as Maths and Computing to develop the products we design and make. We learn key skills in cooking, textiles and constructing three dimensional products that are built on incrementally, each year. We learn how to use a range of tools and processes. We meet people from the design and technology industries to help us find out about jobs that we could have in the future. We learn about amazing creations and creators. We develop practical skills and understanding that help us for life</td></tr>
<tr><td>UNDERPINNED BY</td><td>The teaching of knowledge, skills and understanding</td><td>The application of skills, knowledge and understanding</td><td>Vocabulary</td></tr>
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	Product research Share industry links Modelling of the plan-design-make-evaluate process	The experience of the plan-design-make-evaluate process Use of scaffolds, tools and technology to execute plans and designs.	3D Products: wind, mechanism, structure, cantilever, shaduf, pop-up, product, automata, construct Textiles: stitch, template, puppet, pattern, cross-stitch, dye, embroider, costume, traditional, design, Computer Aided Design Cooking: roll, chop, grate, beat, peel, slice, knead, course, meal Process: Research, design, plan, make, evaluate.
IMPLEMENTATION	**Curriculum Approach** Curriculum Maestro PRO planning Or Some Projects on a page (see planning documentation	**External Stimuli** Local Industry experts	**Extra-Curricular Enhancements** Presentation in celebration assemblies. 'Trade Show' in the hall Christmas Fayre Lantern Parade School website and NNCPS Facebook Digital gallery NNCPS Seesaw/Facebook pages

	Resources Various. (See planning)	**Questioning** I wonder if…. What can you tell me? How do you know? Tell me, show me describe to me? Your turn, My turn… I know this because… Tell me another and another…	**Showcase opportunities** School displays Village church
	Teaching Approaches Discovery, Investigatory Modelling Modelling to other children Exploratory Hands on, experiential problem-solving challenges. 'How to' demonstration	**Home Learning Opportunities** DT based design projects and research	**Audience and Purpose** Users identified on curriculum overview
IMPACT	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study.		
	PUPIL VOICE Paired and group talk Problem solving talk Pupil conferencing Recording of what children say throughout DT projects, use of speech bubbles and videoing.	**EVIDENCE IN KNOWLEDGE** Children's books will show clear progression of skills, concepts and knowledge term by term. 'Tradeshow' presentations Pupil conferencing Recording of what children say throughout DT projects, use of speech bubbles and videoing.	

	EVIDENCE IN SKILLS Children able to clearly articulate their knowledge through problems solving and paired learning. Also, through outdoor learning provision and continuous provision. Finished DT products Documentation including planning, designs and evaluation. Use of seesaw and Facebook page to photograph and document children making and what they say about their products	**EVIDENCE IN UNDERSTANDING** Children's books will show clear progression of skills, concepts and knowledge term by term. Children able to clearly articulate their knowledge through problems solving and paired learning. Project Showcase Project evaluations Through discussion.