

Trafalgar Infant School: Design and Technology Curriculum Overview

Subject	Intent	Implementation	Impact
<p>Design and Technology</p> <p>Knowledge</p> <p>Skills:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technical skills • Food skills 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • Design purposeful and functional products • Generate, develop, model and communicate their ideas to others through talking, drawing, templates, mockups and ICT • Work with a range of tools to perform practical tasks such as cutting, shaping, joining and finishing, • Explore and evaluate existing products and evaluate ideas and products against design criteria • understand and apply the principles of nutrition and learn how to cook 	<p>We follow the national curriculum in design and technology, supported by specialists, such as the D&T Association. The DT overview outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>Lessons include the opportunities for children to:</p> <ul style="list-style-type: none"> • investigating and evaluating how a range of existing products are structured, and whether they are fit for purpose • opportunities for children to design, make and evaluate their own products to a given set of criteria • hands-on experiences to promote the enjoyment and creativity of manufacturing a product for a given purpose • group cooking sessions for each year group • adaption to suit all abilities <p>Timing:</p> <p>Design and Technology is taught across each ½ term</p> <p>Supported by: Design and Technology Association</p>	<p>Assessment includes:</p> <ul style="list-style-type: none"> • pupil self-assessment • on-going assessment of prior and present knowledge during lessons with teachers adapting planning as required • assessment criteria within the planning support teachers in assessing where the children are with their learning • strategies such as: ‘show me’ miniwhiteboard exercises, Q&As; marking, with children responding to marking; regular recaps of prior learning; quizzes; end of unit quizzes; revision sessions and recap of a variety of prior topics to test longer term retrieval and understanding <p>Monitoring:</p> <ul style="list-style-type: none"> • on-going check-ins between subject leads and teachers • regular monitoring by SLT and subject leads on a timetabled cycle

