



# Greenfields Primary School DT Curriculum Statement



Intent Drivers – Our Core Values					
Honesty		Empathy		Aspirational	
Respect		Team			
INTENT	At Greenfields, we are committed to bringing about the best in everyone and delivering a rich, diverse curriculum that inspires a love of learning. A curriculum that is creative and relevant to the needs of our children and our locality. A curriculum that will inspire and motivate all pupils to become the best that they can be and achieve better than they dared to dream. We give all children the opportunity to use their creativity and imagination to design and make products considering their own and others’ needs, wants and values. Children will acquire subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.				
IMPLEMENTATION	<b>EYFS and National Curriculum</b> Planning in all subjects is designed to meet and develop the requirements of the EYFS and National Curriculum, ensuring breadth and depth of learning for all children. <b>Aim</b> 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.	<b>Design</b> <b>EYFS:</b> understands that different media can be combined to create new effects. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <b>KS1:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <b>KS2:</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<b>Make</b> <b>EYFS:</b> beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Constructs with a purpose in mind, using a variety of resources. Selects tools and techniques needed to shape, assemble and join materials they are using. <b>KS1:</b> select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <b>KS2:</b> select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	<b>Evaluate</b> <b>EYS:</b> Introduce vocabulary to enable children to talk about their observations and experiences. Make suggestions and ask questions to extend children’s ideas of what is possible. <b>KS1:</b> explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <b>KS2:</b> investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <b>Cooking</b> <b>EYFS:</b> provide opportunities and activities. <b>KS1:</b> use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. <b>KS2:</b> understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Technical knowledge:</b> <b>EYFS:</b> joins construction pieces together to build and balance. Realises tools can be used for a purpose. Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. <b>KS1:</b> builds structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms in their products. <b>KS2:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand use mechanical systems in their products. Understand and use electrical systems in their products. Apply their understanding of computing
IMPACT	Children will enjoy and be confident in design and technology and will apply this to other areas of the curriculum. They will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. As designers, children will develop skills and attributes they can use beyond school and into adulthood.				