

A guide to how we teach Design Technology at St Mary's

How we organise and sequence our Design Technology learning:

We teach activities that match the objectives listed in the National Curriculum's Statutory Requirements for Design Technology. As a school we use the Kapow scheme which covers a range of skills and objectives across each year group.

We want the children to become life-long problem-solvers and to become curious about how things work in the world around them. We want the children to use these skills to adapt and improve products as they grow.

At St Mary's we want our pupils to develop designing, making and evaluating skills, both now and in the future. Our Design Technology curriculum comprises of 4 key areas:

- Cooking and nutrition
- Mechanisms
- Structures
- Textiles

Our Design Technology curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

Our detailed long-term overview includes prior knowledge children should know, key vocabulary and key milestones.

[Art/Design Technology Curriculum Overview](#)

Year	Structures	Mechanisms	Cooking	Textiles	Electrical Systems	Design	Painting/mixed media	Sculpture and 3D	Text and Design	
	3D modelling workshop Furniture Space Booths Seasonal projects Autumn - hibernation boxes: Easter - hanging egg decoration	Seasonal projects Christmas - sliding Santa chameleons	Seasonal projects Spring - Rainbow salad Summer - Rainbow salad Flowers			Star-vehicle make	Paint my world	Design and make play animal habitats		
Y1	Constructing a wooden boat T4	Making string art T6 Whistle and cards	Fruit and vegetables (make a smoothie) T5	Puppets T2		Make your work	Colour splash (Rainbow Dots and Lines) T2	Paper play (mechanisms) T5	Woven wonders (Cocoon Weave) T5	
Y2	Baby Bear's Chair T1	Making mousetrap T3	A balanced diet (Healthy Straws) T5	Teaches		Tell a story (Rainbow & every book) T6	Life in colour (Rainbow Beards) T6	Play houses (Shaded Whiteboard) T6	Map it out T2	
Y3/4	Trailblaze	Making a string art T6	Adapting a recipe (Smoothies) T4	Fashioning		Digital Word - Wonderful Moments T4	Lower animals T5	Light and dark T5	Ways animals (Rainbow) T4 Insects and (Judas) T4 Togglie-Camp T5	Fabric of nature (Shaping patterns) Rainforest art a VS trace
Y5	Bridges	The 8 th wonder of the world T2	What could be healthier? (Salmon) T4	Soft toys T4		I need space T3	Animals T1	Interactive installation (Go Go-Qiang) T4	Architecture (Zaha Hadid, Habitat 67) T4	
Y6			Eating seasonally T6	Cushion or Egyptian collar T6	T4 Electrical Feather		T5 Growing artists	Textiles - painting T3	Making memories (Create a memory box) T3	Egyptian animals T2

Design Technology lessons:

Design technology is taught weekly as a discrete lesson, every other term, with three units of learning being completed each academic year. Sometimes, we block several lessons together in one day to allow a product to be made efficiently. Links are made to other subjects where appropriate.

Each unit of learning starts with an introduction using a knowledge organiser which describes the skills as well as key vocabulary needed to complete the unit. The knowledge organiser is stuck into the floorbook or children's DT book.

Lessons start with a recap of previous learning and a reminder of how this links to our final outcome.

The main body of the lesson follows the suggested content as set out in the planning within the Kapow scheme of learning. Lessons are adapted based on the individual needs of the children in the class.

Lessons finish with a recap to check understanding of the day's learning.

In Reception, Y1 and Y2 work from lessons is recorded in a floorbook. In Y3-Y6 work is recorded in individual DT books or photographs taken and shared on Seesaw.

Assessment:

Topics end with an evaluation of their learning and skills and a quadrant quiz based on the unit of learning's knowledge organiser.

This is an opportunity for pupils to reflect on their skills and learning within a topic.

Teachers record individual children's learning on the DT Foundation Subjects DT Tracker at the end of each unit of learning.

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