Front Page (populated by staff meeting for links/ideas)

INTENT:

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in Design and Technology.

Here, at All Saints, we value and are dedicated to the teaching of Design and Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see Design and Technology as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

IMPLEMENTATION:

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

Produce creative work, exploring their ideas and recording their experiences

Become proficient in drawing painting, sculpture and other art, craft and design techniques

Evaluate and analyse creative works using the language of art, craft and design

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Class teachers are usually responsible for teaching design technology, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Design and Technology provision.

IMPACT:

Our children enjoy the self-expression that they experience in Design and Technology. They are always keen to learn new skills and work hard to perfect those shown to them. The children's Design and Technology is very often cross-curricular, and helps them to express feelings and emotions in Design and Technology, as well as show their knowledge and understanding in history, geography and science.
Through their Design and Technology, the children are able to reach out into the wider community, with our pupil's work proudly displayed around the school.

DESIGN AND TECHNOLOGY - YEAR 3/4

KEY QUESTIONS TO BE ANSWERED

Sewing creatures

Autumn Term 2 (rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Sewing Christmas decorations (Topaz).

Sewing puppets (Topaz).

ASPECTS TO COVER

KEY QUESTIONS TO BE ANSWERED

Sandwiches

Spring term 2 (rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Cooking pizza (Topaz)

Cooking seaside snacks (Topaz)

ASPECTS TO COVER

DESIGN AND TECHNOLOGY - YEAR 3/4

KEY QUESTIONS TO BE ANSWERED

Roman pots

Summer Term 2 (rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)	ASPECTS TO COVER

KEY QUESTIONS TO BE ANSWERED

Seasonal food

Autumn term 1 (rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)	ASPECTS TO COVER
Cooking pizza (Topaz) Cooking seaside snacks (Topaz)	

DESIGN AND TECHNOLOGY - YEAR 3/4

KEY QUESTIONS TO BE ANSWERED

Mini greenhouses

Spring Term 2 (rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Tudor houses (Topaz)

Comparing and making structures (Topaz)

ASPECTS TO COVER

KEY QUESTIONS TO BE ANSWERED

Viking weaving and broaches

Summer term 2 (rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

DESIGN AND TECHNOLOGY - YEAR 5/6

KEY QUESTIONS TO BE ANSWERED

Textile Christmas tree for Christmas trees

Autumn Term 2 (rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Sewing creatures (Rubies)

Textile Christmas gnome for Christmas trees (Sapphires).
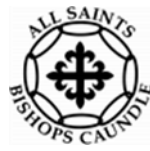
ASPECTS TO COVER

KEY QUESTIONS TO BE ANSWERED

Making African Instruments

Spring term 2 (rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

DESIGN AND TECHNOLOGY - YEAR 5/6

Building Bridges

Summer Term 2 (rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Mini-greenhouses (Rubies)

ASPECTS TO COVER

Textile Christmas gnome for Christmas trees

Autumn term 2 (rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Sewing creatures (Rubies).

Textile Christmas tree for Christmas trees (Sapphires).

ASPECTS TO COVER

DESIGN AND TECHNOLOGY - YEAR 5/6

KEY QUESTIONS TO BE ANSWERED

Moving Toys

Spring Term 2 (rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Moving vehicle (Topaz)

ASPECTS TO COVER

KEY QUESTIONS TO BE ANSWERED

Burgers

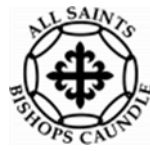### Summer term 2 (rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Seasonal food (Rubies)

Sandwiches (Rubies)

ASPECTS TO COVER

KEY SKILLS

Develop the creative, technical and practical expertise needed 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

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.

KEY KNOWLEDGE

Design: use and research design criteria

Make : select from wider range of tools; take into account aesethetic qualities

Evaluate: investigate and analise products; evaluate own ideas; understand hyow key events and individuals have helped shape the world.

Technical Knowledge: apply understanding by reinforcing structures; understand mechanical structures; understand electrical systems; programme and monitor products

SMSC
(to be developed in all lessons)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES
(to be developed in all lessons)

The teaching of Design and Technology offers an unique opportunity to explore the evolution of the core british values in the creating and evaluating of end products. Children will have the opportunity to:

Democracy - The children must take the views and opinions into account but still have the right to make their own choices.To take turns both in speech and practically with others. To understand that it is not always possible or right to have their own way and understand the value of compromise.

The rule of law - To understand the importance of safety rules when using tools. To understand and accept that if these rules are not followed that there are consequences to this.

Individual liberty - To understand that there are able to listen to others but can use their own ideas and design choices when making an artefact. To accept that others ideas may not be the same as their own but are able to accept this.

Tolerance - To tolerate ideas from others that are different to their own. To understand that many great design ideas originate from other cultures.

Mutual Respect - To listen to and consider the ideas and opinions of others even if they differ from your own. To be able to take turns during discussions to resolve difficulties or make decisions. To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but ensitive to the listener.