



DT Provision

Ask

Designers and makers from Morley Meadow Primary School are engaged through enquiry and questioning of the world they live in. They are learning through an inspiring, practical and cross-curricular approach allowing them to experience and hone techniques whilst using their imagination to communicate what they see and feel.

They are explorative, questioning, risk-taking, critical, reflective, practical, thoughtful, challenging, independent, observational, analytical, creative, imaginative and expressive.

Skills, techniques, vocabulary and questioning are taught progressively to ensure all learners develop as they move through the school. Children's imaginations are captured through thematic learning, making real and purposeful links which give meaning to the curriculum. Our work is enhanced by learning about famous artists/makers in a variety of fields, discovering and working with local artists/makers and exploring our rich local environment to open the Arts to all learners.

Alongside this we nurture an understanding of how the historical and cultural influences have shaped the development of the subject. We access the curriculum through a wide range of media, tools and materials allowing children to explore and choose for themselves to make their work personal and reflective.

Aspire

The National Curriculum is taught through the Projects on a Page planning structure – tailored to suit our curriculum and learners. Class teacher delivery of planning which is shaped and overseen by the subject lead. Sketchbook approach for individual planning, designing, experimentation and evaluative work. Writing opportunities to link to topics and provide purposeful practice of written skills. Focus on discussion, debate, questioning, awe, wonder and creativity. Our implementation is shaped by our belief that all children are artists and makers regardless of background, ability or additional needs and it allows learners to flourish.

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| DT learning in the EYFS is woven into the following areas of the EYFS framework: <ul style="list-style-type: none"> Expressive Arts and Design: Children explore materials, use their imagination to make | Food Making a Fruit and Vegetable kebab. | Structures Free Standing Structures | Mechanisms Levers and Linkages (Christmas Card) | Electrical Systems Simple Circuits and Switches (Lamp) | Food Food from Different Cultures | Electrical Systems Robotics (Robot) |

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| | <p>simple models, and engage in creative projects linked to their interests.</p> <ul style="list-style-type: none"> • Understanding the World: Children learn about the "made world" by observing how things are used and modifying their environment through their own creations. • Physical Development: Activities such as cutting, painting, using small tools (scissors, paintbrushes, cutlery), and preparing food provide opportunities for children to develop fine motor skills essential for DT. • Personal, Social and Emotional Development: Children learn to select resources, make choices, and work collaboratively to achieve a goal, developing agency and a sense of control. | <p>Textiles Templates and Joining</p> <p>Mechanisms Wheels and Axles</p> | <p>Food Fruit and Vegetables (Pasta Salad)</p> <p>Mechanisms Levers and Sliders</p> | <p>Food Healthy and Varied Diet (Sandwich/Wrap)</p> <p>Structures Shell Structures (Packaging/box for a torch)</p> | <p>Food Healthy and Varied Diet (Vegetable Soup)</p> <p>Textiles 2D-3D Product (Bag)</p> | <p>Mechanisms Pulleys and Gears (Victorian Toy/Train?)</p> <p>Structures Frames (Teepee)</p> | <p>Food Seasonality (Pizza)</p> <p>Textiles Combining Fabric Shapes</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Achieve</p> | <p>Children will show achievement through independently applying the knowledge learned; this will be evidenced through:</p> <p>End of unit assessments Sketchbooks Critical assessment of own and others work Progression of skills specific to DT, vocabulary, questioning and critical thinking Display Lesson observations and discussions with pupils Pupil voice completed throughout the year Annual pupil questionnaire</p> | | | | | | |