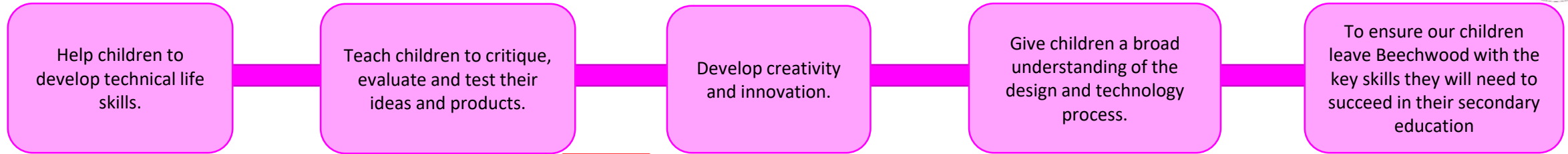




## Intent – We aim to....



## Implementation – How do we achieve our intent?



**Our approach:** At Beechwood, children take part in a design and technology project each term. They follow the 5 step process of: research, acquire skills, design, make and evaluate to complete their projects. During each unit, they explore the world of design and technology by researching their product and develop their technical skills, developing their sticky knowledge linking to their previous learning in the school as well as discovering new skills to achieve a product that they are proud of and want to share.

**Flying Start:** In foundation Stage, the children start their Design and Technology journey by developing fine motor skills as they start to use tools like scissors and paintbrushes. They begin to develop their artistic ideas and create as groups and independently, experimenting with colour, shape, texture and function. They also use their products within imaginative play, such as using their superhero masks within role play situations

**Progression:** Throughout their time at Beechwood, children will follow a well planned curriculum which covers the key areas of: textile, cooking and nutrition, mechanics and structures. This enables them to revisit and build on the taught skills (such as: sewing, food hygiene and building strong structures) regularly

**Vocabulary:** At Beechwood we acknowledge that we have a diverse intake of children and therefore vocabulary has to be thoroughly taught. We ensure key vocabulary is displayed on our working walls and word mats as well as ensuring the children are reminding of any key vocabulary at the start of each lesson. Children who are new to English will have pictures to support their learning of new vocabulary. We ensure we use the correct terminology right from the start to ensure our children build design and technology dialogue.

**Inclusion:** As a school we have a diverse intake of children with a high mobility rate and therefore each unit recaps prior taught skills when they are needed for the project to remind and teach all children of the process. Teachers will carefully plan each unit to support children to access the learning – this may include, adaptive resources, scaffolds, discussion and visual skill teaching or any other they feel will benefit the child. During design and technology lessons, we encourage children to make their own design choices and take ownership of their project, ensure high aspirations for all.

**Assessment:** The children are assessed throughout the learning process and challenged or supported where needed to allow them to achieve their full potential. , written evaluations. Each unit is also assessed at each step in the 5 step design and technology process.

## Impact – How do we know we have delivered a successful curriculum?

