Our curriculum is the beating heart of our academy and is rooted in John 10:10.

"I came that they might have life and live it to the full"

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

**Curriculum Intent for Design Technology**

As designers and constructors, our children will be empowered to be inquisitive, curious learners. Within the design technology curriculum, they will become critical thinkers, partaking in analysis of the impact of Design Technology on everyday life and the wider world, where they will evaluate past and present innovative enterprise. Our children will research, plan, design, make and critique products that solve real and relevant problems within a variety of contexts considering their own needs and others' views, wants and values.

**Design Technology in the Early Years**

Our children are provided with a wealth of opportunities that empower them to develop a range of transferable knowledge, skills and attributes including problem-solving, observation, collaboration, resilience and curiosity. These combine to allow them to explore, interpret and experience the world around them, as well as providing the foundations on which all future learning can be built.

Design and Technology in the Early Years is structured differently to the National Curriculum as it is organised across seven areas of learning rather as a single subject. Carefully planned learning opportunities enable the children to make sense of their physical world and community through a range of personal experiences. These will be expertly planned around the interests of the children and empower them to develop their design and construction knowledge and skills collaboratively and independently.

| | Area of Learning | | Children will be learning to |
|---|---|---|---|
| Reception | Physical Development | | Progress towards a more fluent style of moving, with developing control and grace.<br><br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br><br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |
| | Expressive Arts & Design | | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br><br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br><br>Create collaboratively, sharing ideas, resources and skills. |
| ELG | Physical Development | Fine Motor Skills | Use a range of small tools, including scissors, paintbrushes and cutlery. |
| | Expressive Arts & Design | Creating with Materials | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Share their creations, explaining the process they have used. |

**KS1 Design Technology Rolling Programme**

| | Autumn Term | Spring Term | Summer Term |
|---|---|---|---|
| **Year A** | Mechanisms Seasonal change card | Structures London landmarks | Food Summer smoothies |
| **Year B** | Textiles Christmas stockings | Mechanisms Moon buggies | Food Fruit salad/kebab |

**KS2 Design Technology Rolling Programme**

| | Autumn Term | Spring Term | Summer Term |
|---|---|---|---|
| **Year A** | Food - Dig for Victory | Electrical systems - Board games | Structures - Party boxes/shell structures |
| **Year B** | Textiles - Combining fabric shapes | Food - Vegan or vegetarian pizzas | Mechanical systems - Pulleys and gears |
| **Year C** | Electrical systems - Torches/table lamps | Structures - Frame structures/bird hides | Food - Greek salad |
| **Year D** | Mechanical systems - Greetings cards/storybooks | Food - sandwiches | Textiles - Story sacks |
| **Year E** | Mechanical Systems - Automata Toys | Structures - Bridge Builders | Food - Healthy Summer Picnic |