

## DT Rationale

### How I created the curriculum for our school

The curriculum has been designed to ensure all aspects of the research, design, make and evaluate process are covered fully. I wanted to ensure that the evaluation aspect in particular was covered throughout the unit, rather than just at the end. I used the progression of skills, alongside the National Curriculum document, to build our Key Stage 1 and Key Stage 2 curriculum around the Nuffield Trust Units of Work where the processes involved in DT are planned so that they are an ongoing process throughout the unit of work.

The Nuffield Trust units also provide the knowledge, vocabulary and resources for a non-specialist to teach a unit of work to a high standard. The final products can be adapted where appropriate to fit with other areas of the curriculum. A food based unit is planned for the Spring Term in all year groups apart from Year 6 where the unit was more appropriate for the Summer Term.

We aim to provide the children with a wide range of opportunities to develop their DT skills from Nursery to Year 6.

### Early Years

In Early Years, children are able to explore a wide range of media and materials within provision. They are taught to use different joining and building techniques. They are introduced to the planning, making and evaluating process from the beginning of Nursery.

### Key Stage 1

Children are taught to build upon the skills they learn in Early Years to design, make and evaluate three products in each year group. They are taught to create products which allow them to explore wheels and axles, making a fruit salad, building a structure, creating levers, making toast and textiles.

### Key Stage 2

Children build on the skills they have acquired in Key Stage 1 and begin to make more complex products. They will be introduced to electrical systems and computer programming, build on their prior knowledge of mechanisms to create more complex levers, make a healthy drink, pastry and tea.

They will draw upon all the skills they have learned in Year 6 to complete three main projects: making a torch, making a puppet and planning an afternoon tea for parents or members of the local community in the Summer Term.

### Assessment

In each unit of work, children are assessed against the skills they have acquired. This is recorded on the overview sheet at the beginning of each medium term plan by the teacher or HLTA. This then forms the starting point for the next term's unit of work.

The progression of skills demonstrates how children should be building on skills they have learned previously. The design, make and evaluate process is repeated from nursery through to Year 6.

### SEND and DT

Children with SEND are able to access DT at their own level. Staff are able to adjust the level of skill needed for each unit, using the progression of skills to ensure the unit of work is accessible for all children.