

Curriculum Intent

Our Design and Technology curriculum is designed to be inspiring, rigorous and practical to ensure that our children develop a broad range of knowledge and skills. The curriculum supports our children in using their creativity and imagination to investigate, design, make and evaluate products that solve real and relevant problems in a variety of contexts.

1. How do you ensure consistent delivery across all key stages?

Teachers provide pupils with the necessary skills to be able to work independently. Teachers are supported with a broad and balanced curriculum with explicit knowledge and skills to be taught from EYFS to Y6.

Good practise is shared across the school through an open door policy. Teachers are supported with resources from the UL Hub and CPD opportunities to develop their teaching. Content is taught in small steps using the Rosenshine principles of instruction.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

DT is inclusive for all pupils at Longshaw. Teachers are ambitious for all pupils regardless of background and all are encouraged to achieve their full potential. Teachers have a full understanding of the needs and abilities of individual students in their care and will provide structured support and guidance. Adaptations are used in lessons to support SEN pupils as per the "Reasonable Adjustment" document shared by the SENDCO.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

- Disciplinary knowledge is taught alongside substantive knowledge and is revisited and developed across KS1 & KS2.
- Rosenshein principles – every lesson starts with a recap and ends with a review
- The curriculum is sequenced to be progressive and build on previous year/term/unit's learning
- Use of knowledge organisers so key vocabulary and knowledge are easily accessible
- Low stake pre and post learning quizzes to assess gaps (pre) and progress made (post)
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	Continuous provision in the EYFS ensures that pupils have access to a range of high quality resources and activities that allow them to safely use and explore a variety of materials, tools and techniques and experiment with colour, design, texture, form and function. Through a range of planned activities and enhanced continuous provision, children work towards the following milestones: Expressive Arts and Design – for Designing and Making with Different Materials • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Physical Development – Fine and Gross Motor Skills for Designing and Making • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop overall body-strength, balance, co-ordination and agility. PSED (Supporting D&T – Food) • Know and talk about the different factors that support their overall health and wellbeing - healthy eating.					
1	Art and Design	Food & Nutrition Eat a Rainbow <i>Fruit kebabs</i> Preparing a colourful fruit kebab, fruit jelly pots, crudités and dips.	Art and Design	What is Design & Technology Introduction to design. Designing and modelling playground equipment for an outdoor space.	Art and Design	Simple Machines Introduction to design. Designing and modelling playground equipment for an outdoor space.
2	Art and Design	Food & Nutrition <i>Salads</i> Preparing healthy, balanced salads that include proteins.	Art and Design	Wheels & Axels Introduction to wheels and axles. Vehicle Design Challenge – design, prototype and test a vehicle model to travel the furthest.	Art and Design	Materials & Textiles Introduction to textiles and basic sewing techniques. Designing buttons and making a re-usable heat pack.
3	Art and Design	How We Make Things Introduction to different manufacturing	Art and Design	Computer Aided Design & Manufacture	Art and Design	Food & Nutrition Sandwiches Making sandwiches with a balance of

		techniques. Developing making skills and using the making process to make frame structures, chocolates and chocolate boxes.		Introduction to CAD/CAM through the context of assistive devices. Using CAD Software to design an assistive zip pull.		proteins fats & carbohydrates.
4	Art and Design	Cams, Pulleys & Gears Introduction and modelling of cam, pulley and gear mechanisms. The Action Aid Squashed Tomato Challenge - design, prototype and test a pulley system.	Art and Design	Food & Nutrition Soups Cooking vegetables and grains and combining into healthy soups.	Art and Design	Lighting Up Introduction to electronic systems. Using a micro:bit to program lights. Designing and making a miniature LED torch.
5	Art and Design	Sustainable Products Analysing the sustainability of food packaging and developing textiles skills. Making a re-usable sandwich wrap or pouch.	Art and Design	Food & Nutrition Sauces Making a range of staple sauces that can be adapted to make different meals.	Art and Design	Smart Schools Introduction to electronic monitoring and control systems. Designing, prototyping and testing smart school models with automated systems.
6	Art and Design	Upcycled Products Consolidation unit to apply knowledge and develop skills. Designing and making "pop bottle products".	Art and Design	Renewable Energy Consolidation unit to apply knowledge and develop skills. Designing and making functioning wind turbines that generate electricity.	Art and Design	Food & Nutrition Savoury Snacks Cooking and baking filled pastries and other balanced picnic snacks.

United Curriculum: Design & Technology

