



Design & Technology subject intent:

- To develop children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food.
- To encourage children to develop their creativity and to consider important issues.
- To develop children's problem-solving skills through evaluating and refining their own products.

How we support the needs of our children through teaching of DT:

- **Experiential learning** –Our curriculum allows children to experience the research, design, make, evaluate and refine process.
- **Self-esteem** – We provide opportunities for children to design and create their own products to help build our children's confidence.
- **Resilience** - Children are taught to evaluate their products and have an opportunity to refine and improve them.
- **Cultural understanding** – Children will be able to make links to their Line of Enquiry by making real products to bring this to life.
- **Social skills** – Children will have opportunities to work in partners to construct products. They will also discuss their products and give peer feedback
- **General knowledge** – Children have knowledge of a range of tools and skills on how to use them through our curriculum.
- **Oracy skills** – Children are taught explicit vocabulary, specific to the area they are focusing on, across the school to discuss their creations.

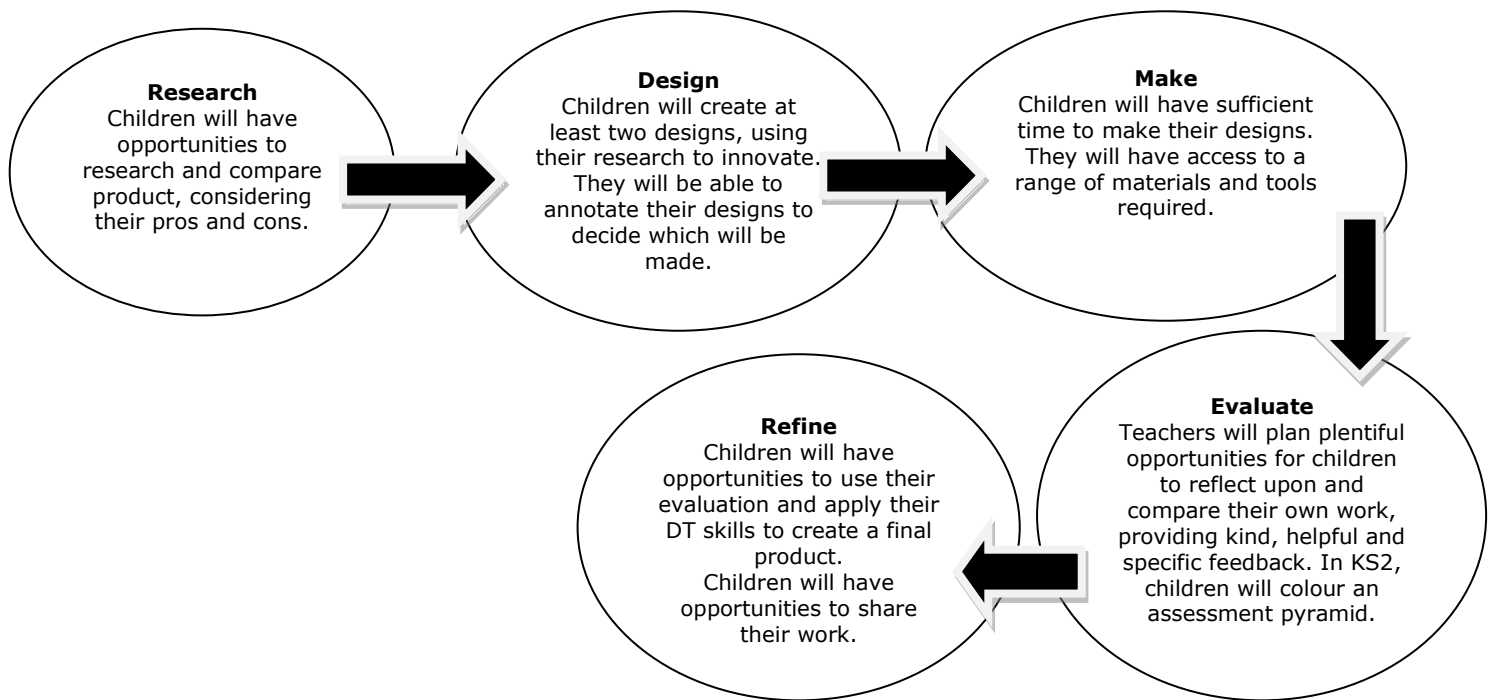
How do we teach DT at Nova Primary?

EYFS

Children begin developing their creative design skills through high quality continuous provision and planned experiences. Children learn how to use their imagination and how to solve problems using a range of materials.

KS1 and KS2

Children will have a DT project based on their Line of Enquiry. Each project will require children to research and design their product thoroughly before they make it. At Nova, we will be focussing on evaluating their products and allow further experiences to refine their skills.



How do we assess DT at Nova Primary?

KS1

- KS1 learning objectives focus on verbal evaluations or a simple sentence evaluating their product written if children are able.
- Teacher can write quotes in the class floorbook throughout the process.
- Quotes should aim to include key vocabulary from the progression document.

KS2

- They should write a paragraph to identify strengths and weaknesses, and show how they refined any weaknesses.
- Children should aim to include vocabulary from the progression document.
- Highlight vocabulary they used to self-assess.
- Children should colour the "Final Evaluation Pentagon" alongside their written evaluation to show how they found each DT stage of the cycle. Colour in out of 5 how successful they think each stage has been.

