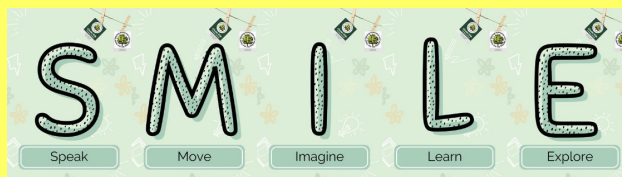


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Implementation



At Chuter Ede, we ensure our curriculum areas are delivered through our SMILE approach.



Children are aware of the elements of SMILE that are incorporated into a lesson to support their learning

At Chuter Ede, we use the Kapow Scheme to ensure a thorough, supportive and well-planned scheme of work for D&T.

The National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand.

Cooking and nutrition has a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Our curriculum organises the Design and technology attainment targets under four primary strands:

- Design • Make • Evaluate • Technical knowledge

Learning has a clear progression of skills and knowledge within each strand across each year group.

Our Disciplinary and Substantive maps show the skills and knowledge that are taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

- Cooking & nutrition • Mechanisms/ Mechanical systems • Structures • Textiles • Electrical systems (KS2 only) • Digital world (KS2 only)

Cooking and nutrition is given a particular focus in the National curriculum and we have made this one of our six key areas that pupils revisit every year throughout their time at Chuter Ede.

Using Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Ours is a spiral curriculum, with key areas revisited with increasing complexity, allowing pupils to build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

	Unit 1	Unit 2	Unit 3
EYFS	Food Soup	Textiles Bookmarks	Structures Boats or Junk Modelling
Year 1	Food Fruit & Veg	Mechanisms Wheels & Axels	Structures Constructing a Windmill
Year 2	Food A balanced diet	Textiles Pouches	Structures Baby Bear's Chair
Year 3	Food Eating seasonally	Digital World Electronic Charm	Mechanical Systems Pneumatic Toys
Year 4	Food Adapting a recipe	Structures Pavilions	Electrical Systems Torches
Year 5	Food What could be healthier?	Digital World Monitoring Devices	Mechanical Systems Making a Pop-Up Book
Year 6	Food Come dine with me	Textiles Stuffed Toys (Y5 unit)	Electrical Systems Steady Hand Game

"Valuing everyone and aiming for our best"