

INTENT

We aim for all pupils to leave Year 6 able to design, make and evaluate products with confidence, resilience and creativity. Our DT curriculum is coherently sequenced from Y1-Y6.

- It develops knowledge of materials, structures, mechanisms, textiles, food technology, electrical systems and computing in DT.
- It provides knowledge of designing, making, evaluating and technical understanding
- It provides meaningful cross-curricular links
- It encourages sustainability and real-world problem solving.

Pupils revisit and build upon key concepts each year to secure long-term understanding.

IMPLEMENTATION

The PlanBee DT Curriculum is structured into engaging projects built around real-life design briefs.

In **Key Stage One** pupils learn to: design purposeful products, explore mechanisms (levers, slides, wheels and axles), use basic tools safely, work with textiles and templates and prepare simple food.

In **Key Stage Two** pupils build increasing technical knowledge through learning about: stronger and more complex structures, mechanical systems (cams, pulleys, gears), electrical systems (circuits, switches, motors), Textiles with stitching techniques, cooking and nutrition, and using computing to program, monitor or control products.

IMPACT

By the end of Year 6, pupils will:

- Apply technical knowledge confidently
- Select appropriate tools and materials independently
- Demonstrate safe working practices
- Design with purpose and creativity
- Evaluate thoughtfully and suggest improvements
- Understand the iterative nature of design
- Be confident, independent designers and makers

DT INTRODUCTION

At Valley Road, Design and Technology equips pupils with the creativity, knowledge and practical skills to solve real-world problems.

Through the structured and progressive curriculum provided by PlanBee, pupils become:

- Designers**-generating and communicating purposeful ideas
- Makers**-selecting and using tools and materials safely
- Evaluators**-testing and improving their products
- Innovators**-applying technical knowledge to solve problems

STRENGTHS

We enhance the DT curriculum through:

- STEM links
- Links to Information Technology
- Cooking experiences
- Real-world design challenges
- Sustainability initiatives (“Team Green” projects)
- Enterprise projects

INCLUSION

DT is accessible to all pupils through:

Scaffolded design templates, visual modelling, practical hands-on learning, opportunities for collaboration and by providing clear safety instructions.

DT IN EYFS

It is practical, exploratory and play-based, supporting Expressive Arts and Design. Children have opportunities:

- To explore materials and construction kits
- To build with blocks
- For junk modelling and joining materials
- To use simple tools safely (e.g. scissors, glue spreaders)
- To talk about how things work
- To design through drawing and model making.

SUBJECT ASSESSMENT

Assessment in DT is practical, knowledge rich and ongoing:

Teachers assess through:

- Questioning during lessons
- Observation of practical skills
- Review of design plans
- Evaluation discussions

Project Outcomes

Each unit culminates in a final product which is assessed against:

- Design criteria
- Quality of making
- Application of technical knowledge
- Ability to evaluate and improve

TO IMPROVE, OUR PRIORITIES ARE:

- To ensure there is full curriculum coverage across year groups
- To ensure there is a clear progression of knowledge and skills
- To ensure consistency of teaching
- To monitor learning effectively