

## St. Chad's Catholic Primary School

### DT Overview

#### The intent of DT at St. Chad's

For Design and Technology, the focus is in developing knowledge, understanding and skills in order to design and make high quality products for a wide range of uses. Through cooking and nutrition, children will understand and apply the principles of nutrition and learn how to cook a range of products.

#### Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2
- PP (perfect presentation) on the next line on the left.

**Lessons are taught in blocks on a half termly basis alternating between Art and DT.**

#### Units of DT Learning

- Unit marker to be stuck in books at the start of the unit.
- Know More sheet to be stuck in after the unit marker.
  - Know more sheet to be completed after every lesson so that the children can record what they have learnt.
- End Of unit quiz to be completed at the end of every unit and follow up lesson after the quiz to address any misconceptions.

#### Weekly DT

- One lesson to be carried out each week following the Plan Bee resources to support the delivery of the DT Curriculum.
  - Date and LO  
e.g. *Monday 27<sup>th</sup> November*  
*LO: To design a balanced healthy pizza.*
  - PP – Perfect Presentation  
A DT vocabulary word related to the lesson
  - Main teaching and learning with adaptive teaching

## Assessment

- **Formative assessment** throughout lessons and through daily marking – adaptations need to be made following daily marking to ensure the children's gaps are closed.
- Choose 3 books at the start of the year, 1 top, 1 middle and 1 lower and ensure one of these is a PP child. (If not a fourth child will need to be picked) and these will be your **focus children**.
- Make predictions about their end of year expectations based on the previous year's summative assessments.
- **Summative assessment** through *end of unit* quizzes.
- Collect evidence around the focus children at the end of each unit to assess whether they are on track to meet their end of year predictions.
- If the children are not on track adaptations need to be made to the next unit to ensure gaps are filled.

## Marking

- Self-mark, where appropriate
- Staff to check work and light-touch mark
- Positive comments, Dojo points, stickers, etc to be regularly used to praise and motivate
- Clarity question to be used when necessary

## Spelling

- The focus is on the specific subject being taught. However, some spellings need to be corrected, e.g. high frequency words, subject specific spellings, etc.
- There should be no more than three spellings for a child to correct.
- Child to correct an underlined spelling or rewrite a corrected spelling three times.

### Marking codes

Symbol	Details
I	Independent
S	Supported
PW	Paired Work
Signature	Work initialled by teaching assistant or supply
VF	Verbal feedback
Sp	Incorrect spelling
P	Missing/inaccurate punctuation
DP	Dojo Point

## National Curriculum references

Design and technology – key stages 1 and 2

### Subject content

#### Key stage 1

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When designing and making, pupils should be taught to:

##### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

##### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## Key stage 2

When designing and making, pupils should be taught to:

### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

## Cooking and nutrition

Pupils should be taught to:

### Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.