



St. Peter's Catholic Primary School, Gloucester

Curriculum INTENT Statement

Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to “live wisely, love generously and learn to think deeply.” (Pope Francis, *Laudato Si*, 2016).

Our mission statement is:

Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.

It is our intention that the St. Peter's SUBJECT curriculum will enable our children to understand and experience what it is to be a designer. The intent of our Design and Technology curriculum is to:

- be inspiring, rigorous and a practical subject.
- use creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.
- create high-quality design and technology education making an essential contribution to the creativity, culture, wealth and well-being of the nation.
- help pupils to learn from Design and Technology so that they use their skills and knowledge 'to live life to the full' and 'to build a better world'



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It is our intention that the St. Peter's Curriculum will:

Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
Talents – curriculum, enrichment and extra-curricular opportunities	Responsible citizens: Local, National International Fund raising	Inclusion: SEND Disadvantaged Other Cultures and beliefs	Think deeply: mastery and enquiry questions Successful learners: lifelong learners Aspirations Growth mindset RP Confident individuals: Self-regulation Metacognitive strategies	Retrieval Spiral curriculum – golden threads	Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers	Parental engagement Oracy and reading Cultural capital
Faith	Global challenges: Laudato Si & Fratelli Tutti	Gospel message CST – social justice and help those in need				
RE curriculum						
Disadvantaged incl SEND and PP						



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<p>DT Children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures mechanisms using textiles electrical systems and food products with real life purpose.</p>	<p>DT All DT teaching and learning should follow plan, design make and evaluate model. This should be rooted in real life relevant contexts to give meaning to learning. Children should have a range of tools accessible to choose from. Use a range of methods to communicate their DT work practically. To</p>	<p>DT and STEM in the world around us Children to develop an enthusiasm and enjoyment of DT. (Evidence pupil conferencing) Develop a love of DT learning and innovation of existing designs. Health and safety. Children to show respect</p>	<p>DT Children to think like designers. Discussing what problems they can they solve and be encouraged to innovate existing designs to improve and make even better and evaluate their learning. Children to link DT work back to the success criteria – how is this design going to be successful and to reflect and evaluate to show</p>	<p>DT Retrieval of learning from previous key stage/ year group. Building on these skills and developing them each year. Linking to other curriculum areas through History/ Science/ English etc. (moon buggies/ stone age/theatres/sewing Roman purses / Jubilee)</p>	<p>DT A broad and balanced curriculum from Reception to Year 6. Independence to take ownership of their DT project to innovate their designs from focused practical task to design and then make and evaluate. Resilience and perseverance to keep going even</p>	<p>DT Jubilee week – parents welcomed. Social media to share DT learning. Idea – for a ‘careers week’ – local businesses to talk about their careers in DT/STEM.</p>



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<p>Forest School sessions tools and innovations KS1</p> <p>Through DT teaching and learning in all areas of curriculum to enrich and see DT in real life situations. All pupils involved in DT and be able to shine using practical hands on experience.</p> <p>Jubilee week and DT weeks. DT enrichment Club</p>	<p>present information and in a detailed way linking to DT principles, including I.C.T., diagrams, charts and using a variety of equipment.</p> <p>Health and safety. Children to show respect for the materials and equipment they handle with regard to their own, and other children's safety</p>	<p>for the materials and equipment they handle with regard to their own, and other children's safety.</p>	<p>reflective learning. Decide what they would improve next time against their design criteria.</p> <p>To see that DT in 'real life' career opportunities and link to real life skills.</p>		<p>if things go 'WRONG' What DT skills can they use to improve – another way to join for example Using skills from focused practical tasks and using real life examples etc?</p> <p>Team players to collaborate in their tasks as a group/team and independently.</p>	
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