



## 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 Design and Technology 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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<p><b>Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.</b></p>						
<p><b>It is our intention that the St. Peter's Curriculum will:</b></p>						
<p><b>Nourish and nurture</b></p>	<p><b>Empower our children with the knowledge and skills to:</b></p>			<p><b>augment remembering</b></p>	<p><b>Develop key attributes</b></p>	<p><b>Inspire</b></p>
	<p><b>LIVE</b></p>	<p><b>LOVE</b></p>	<p><b>LEARN</b></p>			
<p>Talents – curriculum, enrichment and extra-curricular opportunities</p> <p>Faith</p> <p>RE curriculum</p> <p>Disadvantaged incl SEND and PP</p>	<p>Responsible citizens: Local, National International Fund raising</p> <p>Global challenges: Laudato Si &amp; Fratelli Tutti</p>	<p>Inclusion: SEND Disadvantaged Other Cultures and beliefs</p> <p>Gospel message CST – social justice and help those in need</p>	<p>Think deeply: mastery and enquiry questions</p> <p>Successful learners: lifelong learners Aspirations Growth mindset RP</p> <p>Confident individuals: Self-regulation Metacognitive strategies</p>	<p>Retrieval</p> <p>Spiral curriculum – golden threads</p>	<p>Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers</p>	<p>Parental engagement</p> <p>Oracy and reading</p> <p>Cultural capital</p>
<p><b>It is our intention that the St. Peter's Design and Technology Curriculum will:</b></p>						
<p>DT Children should be</p>	<p>DT All DT teaching and learning</p>	<p>DT and STEM in the world around us</p>	<p>DT Children to think like designers.</p>	<p>DT Retrieval of learning from previous key stage/ year</p>	<p>DT A broad and balanced</p>	<p>DT Jubilee week – parents</p>



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<p>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>Forest School sessions tools and innovations KS1</p> <p>Through DT teaching and learning in all areas of</p>	<p>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.</p> <p>Use a range of methods to communicate their DT work practically. To present information and in a detailed way linking to DT principles, including I.C.T., diagrams, charts and using a</p>	<p>Children to develop an enthusiasm and enjoyment of DT. (Evidence pupil conferencing)</p> <p>Develop a love of DT learning and innovation of existing designs.</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>Discussing what problems they can they solve and be encouraged to innovate existing designs to improve and make even better and evaluate their learning.</p> <p>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 reflective learning. Decide what they would improve next time against their design criteria.</p> <p>To see that DT in 'real life' career</p>	<p>group. Building on these skills and developing them each year.</p> <p>Linking to other curriculum areas through History/ Science/ English etc. (moon buggies/ stone age/theatres/sewing Roman purses / Jubilee)</p>	<p>curriculum from Reception to Year 6.</p> <p>Independence to take ownership of their DT project to innovate their designs from focused practical task to design and then make and evaluate.</p> <p>Resilience and perseverance to keep going even 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</p>	<p>welcomed.</p> <p>Social media to share DT learning.</p> <p>Idea – for a 'careers week' – local businesses to talk about their careers in DT/STEM.</p>
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<p>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.  Jubilee week and DT weeks. DT enrichment Club</p>	<p>variety of equipment.  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>opportunities and link to real life skills.</p>		<p>real life examples etc?  Team players to collaborate in their tasks as a group/team and independently.</p>	
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