St Peter's Catholic Primary School, Gloucester

Design and Technology Curriculum IMPLEMENTATION Statement

At St Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring Design and Technology's progressive curriculum that maps out the knowledge and skills that we want our children to learn and experience in Design and Technology.

The EYFS curriculum is the start of every child's journey to becoming a designer. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a designer include:

Communication and language: The development of children's spoken language underpins all seven areas of learning and development. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development: Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, social and emotional development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating.

Mathematics: It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world: Guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The

frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

From Y1, the children work progressively towards the National Curriculum for Design and Technology, it aims to ensure that all pupils:

Aims The national curriculum for design and technology aims to ensure that all pupils: ♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ♣ critique, evaluate and test their ideas and products and the work of others ♣ understand and apply the principles of nutrition and learn how to cook.

Our Design and Technology curriculum is designed to:

- revisit and build upon prior learning in Design and Technology and to make links across all subjects. Retrieval opportunities, e.g low stakes quizzes, are planned in Design and Technology and enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's Design and Technology cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in Design and Technology.

In implementing the curriculum, we ensure that teaching in Design and Technology incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- **cognitive strategies** include subject-specific strategies or memorisation techniques
- **metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task

In implementing Design and Technology, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our curriculum intent and whole school vision:

At St. Peter's Catholic 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

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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).						
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 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 Faith RE curriculum Disadvantaged incl SEND and PP	Responsible citizens: Local, National International Fund raising Global challenges: Laudato Si & Fratelli Tutti	Inclusion: SEND Disadvantaged Other Cultures and beliefs Gospel message CST – social justice and help those in need	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

The Design and Technology curriculum is implemented in year groups and is taught regularly each term.

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The Design and Technology curriculum is implemented following the Design and Technology coverage document and progression is detailed in the skills pro Design and Technology progression document.

Vocabulary development in Design and Technology is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in Design and Technology but across the whole curriculum. Our Design and Technology vocabulary progression document shows how we actively develop vocabulary in Design and Technology.

Finally, we use assessment to check pupils' understanding of what the Design and Technology curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.

The Design and Technology curriculum is implemented following the Design and Technology coverage document.