

DT Overview 2024-25

Curriculum Intent

At Whittingham Primary Academy, we believe that Design and Technology (D&T), including cooking, should be experienced in a creative and supportive environment, where every child is encouraged to explore their ideas and develop a passion for innovation. Our aim is to inspire a lifelong interest in designing, making, and cooking, while fostering the physical, cognitive, and social growth of our pupils.

Our thoughtfully crafted D&T curriculum offers a broad range of opportunities, from hands-on crafting and making projects to solving real-world problems through design, as well as developing essential cooking skills. We focus on building practical abilities, while also instilling key values such as creativity, collaboration, critical thinking, and resilience. Whether designing a product or preparing a meal, every pupil is given the opportunity to thrive at a level that matches their abilities, helping them grow in confidence, problem-solving, and independence.

We are committed to delivering high-quality D&T lessons that engage all children in the processes of designing, making, evaluating, and cooking. By offering individual and group projects, we ensure that each child's unique strengths and interests are nurtured, while fostering an understanding of the importance of creativity, innovation, and resourcefulness. Our cooking component not only teaches practical culinary skills but also helps pupils understand nutrition, healthy eating, and the joy of preparing food for themselves and others.

At Whittingham Primary Academy, our D&T program equips students with the skills, knowledge, and

How do you ensure consistent delivery across all key stages?

At Whittingham Primary Academy, we ensure consistent delivery of Design and Technology (D&T) across all key stages by implementing a carefully structured and progressive curriculum. This curriculum is designed to build on the skills and knowledge gained at each stage, allowing pupils to develop their design and making abilities at an appropriate pace as they progress through the school. Our D&T lessons are tailored to meet the needs of each year group while maintaining a common focus on fostering creativity, problem-solving, and practical skills. Teachers receive continuous professional development (CPD) focusing on delivering lessons with clear and consistent objectives that align with national standards. Teachers follow carefully outlined plans that maintain a balance between fundamental design and technology skills in the early years and more advanced design and technological challenges in later stages. This approach, supported by ongoing professional development, ensures that staff are equipped with the most up-to-date teaching strategies and techniques. As a result, they are well-prepared to engage all students effectively and support their continued growth and advancement in design and technology.

How does the curriculum cater for disadvantaged, SEND and minority group students?

Our Design and Technology (D&T) curriculum is designed to be inclusive and accessible to all pupils, including those who are disadvantaged, have special educational needs and disabilities (SEND), or belong to minority groups. We understand the importance of adapting our approach to meet the diverse needs of every child, ensuring that every student can succeed. For students with SEND, we offer customised support through individualised projects and adapted teaching methods. This approach ensures that all pupils can actively participate in D&T activities and progress at their own pace. We incorporate occupational therapy (OT) techniques as needed to enhance fine motor skills and coordination, which are crucial for effective design and making. Additionally, we include sensory-friendly activities to assist students who benefit from sensory input, helping them stay focused and engaged throughout their D&T lessons.

How does the curriculum embed prior knowledge and aid long term retention of knowledge?

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| <p>confidence they need to tackle challenges, think critically, cook with creativity, and express themselves through design, ensuring they are prepared for a future filled with innovation, possibility, and healthy living.</p> | <p>At Whittingham Primary Academy, skills and concepts introduced in the Early Years Foundation Stage (EYFS) are revisited and expanded upon as pupils move through the school, ensuring that learning is reinforced and deepened over time. This approach allows students to build a strong foundation in Design and Technology (D&T) from an early age, which supports the development of more advanced skills and understanding in later years. From EYFS through to Key Stage 2, lessons are carefully structured to provide regular opportunities for review and practice, enabling pupils to consolidate their knowledge before moving on to new and more challenging concepts. For instance, core skills such as problem-solving, designing, and constructing are introduced in simple projects during EYFS and Key Stage 1, and are progressively revisited in more complex contexts as pupils advance through the school. This ensures that students continually refine their abilities while deepening their understanding of how to apply these skills in various design tasks and real-world scenarios. By embedding key learning at each stage, we help pupils across the whole school develop the practical skills, creativity, and confidence needed for success in D&T.</p> |
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Long Term Plan

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | In the Early Years Foundation Stage, children are given many opportunities to explore Design and Technology through hands-on activities and within continuous provision. By the end of Reception, they will begin to demonstrate an ability to identify and describe different materials and their properties, such as wood, plastic, and fabric, and will start to understand their uses in everyday objects. This links to the 'Understanding the World strand' of the EYFS curriculum, where children learn to explore, observe, and engage with their surroundings. | | | | | |
| Year 1 | | Eat a rainbow | | Moving pictures | | Outdoor spaces |
| Year 2 | | Salads | | Wheels & axels | | Glove puppets |
| Year 3 | Picture Frames | | Keeping it contained | | Food sandwiches | |
| Year 4 | | Soups | | Mechanism | | Mood lightng |
| Year 5 | Moving Toys | | | Sauces | | Rainmakers |
| Year 6 | Head coverings | | Sustainable system | | Savoury snacks | |