



INTENT
<p>The purpose of our DT curriculum is...</p> <ul style="list-style-type: none"> • To give pupils a coherent overview of how DT impacts on daily life and the wider world • To encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. • To give children the opportunity to work individually and as part of a team to solve problems. • To combines skills, knowledge, concepts and values to enable children to tackle real problems. • To, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. • To develop an understanding of a healthy lifestyle through cooking and nutrition, with links to science and PSHE.
IMPLEMENTATION
<ul style="list-style-type: none"> • We create opportunities for cross-curricular teaching in DT. We teach DT alongside many subjects, such as History, Science, Computing and Art. • DT contributes to the teaching of PSHE, by encouraging the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food. • Pupils are given the opportunity to design, make and evaluate their work. • Throughout their time at Osbournby, pupils will make a variety of products, focussing on different aspects laid out in the National Curriculum. These include: structures, mechanisms, levers and food and nutrition. • Pupils are giving the opportunity to use a variety of tools and are taught to do so in a safe and responsible manner. • Tasks are planned and adapted to ensure every pupil can take part and produce a product they are proud of at the end of the topic. • DT contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas. • In EYFS, children are encouraged to build and design using materials of their choice. Children are provided with time to learn through play and be creative. Children can construct structures for a purpose using a variety of objects. This leads to discussion on how they built it, why they chose specific materials and using maths knowledge such as shape to describe what they have made.
IMPACT
<ul style="list-style-type: none"> • The key concepts of <i>skills & expertise</i>, <i>problem solving</i> and <i>design</i> help us to measure the impact of our curriculum: <p>SKILLS AND EXPERTISE - I learn and apply practical and technical skills.</p> <p>PROBLEM-SOLVING - I use my designs to solve problems in the real world.</p> <p>DESIGN - I use my creativity and experimentation to design products and evaluate them.</p> <ul style="list-style-type: none"> • Monitoring and evaluation of teaching and learning of computing will be carried out through our curriculum review cycle. Once completed it is shared with the whole staff and the governing body. • Children will leave Osbournby with an understanding of how different things work and the process that goes into designing and making and the role evaluating has to play in the success of a product. They will have skills in using different tools and materials.

