# DT Intent at Oakley CE Junior School

**Our vision and rationale**

At Oakley CE Junior School, our aim is for children to leave with the practical skills, creativity, and understanding to engage confidently in the rapidly changing world of Design and Technology. Through a combination of individual and collaborative projects, pupils will develop the ability to design, make, and evaluate products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values.

This is exemplified through our Christian values of courage: encouraging children to experiment and innovate with new ideas and materials, respect: recognising the importance of evaluating and respecting each other's designs and appreciating the diverse contributions from various cultures, and grace: promoting collaborative work and supporting peers in their creative endeavours.

To cultivate accomplished designers, we ensure that children are provided with a range of opportunities that extend beyond the standard curriculum. All students are given the chance to engage in hands-on activities that foster creativity and critical thinking during their Design Technology lessons. This includes problem-solving tasks, building prototypes, and exploring different materials and technologies.

Our Design Technology curriculum is carefully planned and taught weekly, following a clear learning journey that builds on prior knowledge while introducing new concepts and skills. This structured approach allows children to consolidate their learning and apply it in practical contexts.

Children at Oakley CE Junior School are inspired by Design Technology and the possibilities it offers. Our curriculum often ties into their broader topic work, deepening their understanding and making learning relevant and exciting. They leave our school with not only the skills to create and innovate but also an appreciation of the role of Design Technology in shaping the world around them.

**Purpose of study:**

Design and technology is an inspiring, rigorous and practical subject. Using 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. They 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. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**The national curriculum for DT 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

**Inclusion**

Pupils who need support in other parts of our curriculum may not need support in DT and those children who are working at greater depth in other parts of the curriculum may need more support in DT. As teachers and educators, we need to flexible. As a school, we believe in **'Great expectations for all'** and this is fostered in our approach.

Some pupils might need the following adaptions:

-words highlighted and given to them on their desk so they can refer to new vocabulary

-continue to develop set skills before moving them on to the next step
-small group work supported by an adult to develop the children's thinking further
-Make tasks accessible by adapting the equipment used
-children working at a larger scale to meet fine motor skill needs
-allowing children to use IT to develop design if appropriate if they need support to collect their ideas and thinking
-adapt multi-sensory approaches where possible for a child with sensory needs. Also allowing time for sensory stimulation if this helps the child meet their needs
-allow children time to explore materials and processes to build their confidence before committing and completing a final DT piece
-tasks broken down into manageable chunks of success
-record skills and processes in the classroom so children can make reference to them
**All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed**