



# Design Technology

## At Frogmore Infant School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

*'Happy learners, great achievers'*

### Intent

Our Design and Technology (DT) curriculum is fully inclusive, ambitious, and designed to engage, inspire, and challenge every child. We aim to equip children with the foundational technical knowledge and practical skills to solve real and relevant problems by designing, making, and evaluating functional products.

The curriculum for DT at Frogmore Infant School ensures children are taught:

- **Design:** To design purposeful, functional, and appealing products for themselves and other users based on specific design criteria.
- **Make:** To select from and use a wide range of tools, equipment, materials, and components (including construction materials, textiles, and food ingredients) safely and creatively to perform practical tasks.
- **Evaluate:** To explore, critique, and evaluate a range of existing products, as well as their own ideas and creations.
- **Technical Knowledge:** To build the foundational skills needed to construct structures, explore mechanisms (such as sliders and axles), and understand the principles of nutrition and healthy cooking.

Children have opportunities to be curious, show concentration and perseverance, self-reflect, develop independence, and collaborate to solve physical, technical problems.

### Implementation

To ensure high standards of teaching and learning in DT, we implement a curriculum that is progressive throughout the whole school. While D&T is integrated into half-termly or termly topics to provide a rich context, projects are driven rigorously by the distinct technical knowledge, cooking principles, and design processes stated in the National Curriculum.

<b>Curriculum coverage</b>	<ul style="list-style-type: none"><li>• Knowledge, skills, and understanding for DT are clearly laid out for each year group in our progression document. This ensures that children achieve the ambition of the National Curriculum with structures, mechanisms, textiles, and food technology covered in depth</li><li>• Timetabling for D&amp;T enables pupils to engage deeply with the design-make-evaluate loop</li></ul>
----------------------------	---

**Happy learners, great achievers.**



# Design Technology

<b>Curriculum sequencing</b>	<ul style="list-style-type: none"> <li>• The progression ensures that the curriculum is planned and sequenced so that new technical skills (e.g., cutting, joining, reinforcing) build sequentially on what has been taught before, ensuring children achieve our ambitious expectations at the end of Key Stage 1 and are fully prepared for Key Stage 2</li> <li>• Schemes of Work take account of gaps in children’s fine motor control and tool safety knowledge, allowing sufficient time for techniques to be practised repeatedly to ensure automaticity</li> </ul>
<b>Progress</b>	<ul style="list-style-type: none"> <li>• Teaching builds up children’s knowledge and skills in long term memory because progress is knowing more and remembering more and enables pupils to perform more complex tasks over time</li> <li>• Teachers make links with previous learning to support automaticity and independence</li> <li>• Teachers have a clear understanding of gaps in skills and knowledge for individual children and plans to address these</li> <li>• Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/ independence</li> </ul>
<b>Subject knowledge</b>	<p>The Curriculum Leader for DT works alongside year group teams to write Schemes of Work to:</p> <ul style="list-style-type: none"> <li>- Ensure teachers have high levels of subject knowledge</li> <li>- Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and ensure children achieve our ambitious expectations at end of Key Stage 1</li> <li>- Provide opportunities for children to work at greater depth</li> <li>- Identify professional learning needs in art and design</li> </ul>
<b>Ambition</b>	<ul style="list-style-type: none"> <li>• The Curriculum Leader for DT works with teachers to ensure that the curriculum is ambitious for all groups of children and removes gaps and barriers to learning through adaptive teaching, precise scaffolding, and targeted pre-teaching e.g. of fine motor skills</li> </ul>

## Impact

At Frogmore Infant School, our inclusive approach ensures that all children, including those with SEND and disadvantaged backgrounds, enjoy high levels of success and achieve well in DT. The impact of our curriculum is evidenced through the children's outputs and their ability to be able to show their learning through talking about what has been learnt over time.

Our framework captures and evaluates impact through the following measures:

- Rigorous unit assessments: Teachers systematically assess children’s work at the end of each thematic unit against specific knowledge and skill objectives. This timely data

**Happy learners, great achievers.**



## Design Technology

ensures that high standards of are maintained and that any gaps in learning are quickly identified and acted upon;

- Responsive future planning: Assessment data is not static; teachers actively use this information to adapt and shape future learning experiences. This responsive teaching ensures lessons remain precisely targeted, highly inclusive, and build securely on prior learning;
- Pupil voice: Children talk confidently about their learning using subject specific vocabulary to evaluate their product;
- Celebration of success: product testing, opportunities to share learning with parents/carers and displays celebrate outcomes, fostering a sense of pride and community.