



Intent, Implementation & Impact Document: Design and technology

Intent	Implementation	Impact
<ul style="list-style-type: none"> • We aim to inspire and develop children’s interest in design and technology. • We want pupils to learn how to take risks, become resourceful, innovative, and enterprising citizens. • We want to develop the creative, technical and practical expertise needed to perform everyday tasks confidently, and to participate successfully in an increasingly technological world. • We want children to discover how things work and how each object meets its intended purpose. • We want children to problem solve, and apply taught skills, using initiative and creativity. • We want children to develop their designing and making skills, and become proficient in using a range of materials and equipment. 	<ul style="list-style-type: none"> • In line with our whole school approach, we teach design and technology through cross-curricular, child-initiated topics where possible. • In the EYFS there are many opportunities for design and technology within the planned continuous provision. This includes an independent cooking station, in which children begin to develop the skills needed for cooking. • We closely track design and technology skills coverage, to ensure progression throughout KS1. This develops precision, quality and dexterity of outcomes. • Children complete one project per term, each with a focus on structures, textiles or food. • We provide children with a design context that is relevant to them, to ensure they are designing purposeful, functional and appealing products for themselves or others. • We present children with opportunities to carry out the process of design-make-evaluate. • Children become familiar with the TASC wheel process and use this in their design and technology projects. • Children are given opportunities to work independently and collaboratively. 	<ul style="list-style-type: none"> • Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum. • Children will develop a critical understanding of the impact of design and technology on daily life and the wider world. • Children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users. • Children will be able to select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Children will be able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their properties and characteristics. • Children will be able to critique, evaluate and test their own ideas and products, existing products, and the work of others. • Children will understand and apply the principles of nutrition and learn how to cook.



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	<ul style="list-style-type: none">• Children are guided to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.• Children are encouraged to develop and use subject specific vocabulary.• Children will be taught a range of skills using different tools and equipment. Teachers will ensure that children are aware of health and safety issues related to the tasks undertaken, and will have carried out a risk assessment prior.• Each year group has a garden plot and takes ownership and responsibility for cultivating the relevant crops. Opportunities to use design and technology skills are offered in after school clubs such as gardening, baking and junk modelling.• We enhance the learning experience where possible through trips and visiting experts.• We ensure that pupils design and technology work is celebrated through displays and the opportunity to share with other classes and year groups in the school.	<ul style="list-style-type: none">• Children will be able to build structures, exploring how they can be made stronger, stiffer and more stable.• Children will explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
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Area	ELG	KS1 Key Skills	Year 1	Year 2
		Design	<ul style="list-style-type: none"> I can think of, draw and communicate my design ideas. 	<ul style="list-style-type: none"> I can design purposeful, functional, appealing products for myself and others based on design criteria.
Personal, social and emotional	Use a range of small tools, including scissors, paint brushes and cutlery.	Make	<ul style="list-style-type: none"> I can use tools and equipment to perform a practical task. I can use simple non-standard measurements to make a product 	<ul style="list-style-type: none"> I can select and use a range of tools and equipment to perform practical tasks I recognise the need to measure and mark out to make a product
Expressive arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
Expressive arts and Design	Share their creations, explaining the process they have used.	Evaluate	<ul style="list-style-type: none"> I can explore a range of existing products. I can evaluate my ideas and products. 	<ul style="list-style-type: none"> I can explore and evaluate a range of existing products. I can evaluate my ideas and products against design criteria.
Personal, social and emotional	Manage their own basic hygiene needs, and understanding the importance of healthy food choices.	Food	<ul style="list-style-type: none"> I can talk about the food I like using my senses and appropriate vocabulary I know that I have to wash my hands and can use simple utensils I can follow instructions to make a simple product 	<ul style="list-style-type: none"> I can talk about where food comes from and how to make healthy choices I can work safely and hygienically I can group different kinds of foods and can follow a recipe and understand the need for different quantities
		Mechanisms	<ul style="list-style-type: none"> I can identify simple mechanisms and use them to make a product 	<ul style="list-style-type: none"> I can make a range of mechanisms and choose the right one for the job
		Textiles	<ul style="list-style-type: none"> I can join textiles using some simple methods. I can identify a range of different fabrics 	<ul style="list-style-type: none"> I can join textiles using a range of different methods I can choose the right fabric for the job
		Construction	<ul style="list-style-type: none"> I can build structures using a range of materials and equipment. 	<ul style="list-style-type: none"> I can build structures and explore how they can be made stronger, stiffer and more stable.