



Curriculum Vision 2022-2023

'Strive to Achieve'

Design and Technology

Our Helpingham HEART

SCHOOL VALUES	Happy	Equal	Aspirational	Resilient	Team
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INTENT – We come to school every day to...

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	<ul style="list-style-type: none"> ...become passionate about designing and making. ...be self-motivated to develop our creativity through 'doing' and experimenting. ...understand that design and technology enables us to draw on our maths, science, computing and art skills. ...understand how to solve problems and not to be afraid of making mistakes. ...develop our understanding of making healthy choices in nutrition. 	<ul style="list-style-type: none"> ...share a passion for designing and making with others. ... be self -motivated and confident learners who work collaboratively as part of a team. ...challenge our own and others' opinions of our designs and creations. 	<ul style="list-style-type: none"> ...understand how key individuals and events in design and technology have shaped the world today. ...develop creative, technical and practical skills needed to carry out daily tasks confidently in a technological world. ...develop a critical understanding of the impact on daily life and the wider world through evaluating past and present design and technology.

IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	Questioning	High Expectations	Scaffolding	Parent Partnership	Assessment	Use of technology	Inspirational and memorable curriculum	Active Learning	Engaging Learning Environment	Differentiation
	Class quizzes Discussions Debates	Caring for resources e.g.tools Specific subject vocabulary	Cornerstones National Curriculum	Workshops Craft sessions – designing and making	Children's' work National Curriculum outcomes Work scrutiny	Computers Photography equipment Kitchen equipment	Designing and making projects School visits	Creative hands-on activities Use of different media and tools	Displays of children's work Availability of creative resources and tools	Outcome Level of support Questioning

ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE
	Computing- Use of computer software to aid designing and making process. Researching methods of creating / engineering, skills required to design and make. History-Famous engineers and machines / products and technology etc. RE-Religious artefacts and artwork, sculptures etc. Cultural similarities and differences between styles of art. Art- drawing designs, using different media, tools and skills. Reading and Writing-Researching and documenting engineers and their work. Researching skills needed to create. Geography- Artwork from around the world. Science – nutrition and keeping healthy.													

TERMLY FIVE TO THRIVE	High Quality Texts	Memorable Experience	Hands on Learning	Celebration of Children's Work	Community Engagement

ASSESSMENT	Daily, verbal feedback	Cold Maths	Extended writing pieces	Formative Assessments	Summative Assessments	Termly phonics screening	Multiplication Skills

IMPACT – How will we know?

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> - High engagement - Children inspired to be independent thinkers, researchers and learners - Knowledge development - Children prepared for the next step of their education, futures and careers 	<ul style="list-style-type: none"> - Engagement in learning - Resilience - Children see challenges as opportunities - Children have pride in themselves and their work - Children are able to take risk and responsibility 	<ul style="list-style-type: none"> - Independence - A Love of learning - Children are able to care for their physical and mental wellbeing in a healthy way - Children are curious, creative and courageous

EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> - Data - Progress in books - Pupil voice - Parent voice 	<ul style="list-style-type: none"> - Share new ideas - Outward looking - Reactive to learning opportunities 	<ul style="list-style-type: none"> - All parties know what is expected from our curriculum through effective communication - Governors ask challenging questions which teachers and TAs answer confidently 	<ul style="list-style-type: none"> - High quality CPD linked to the school development plan - Sharing of ideas and knowledge - Working with others outside the school 	<ul style="list-style-type: none"> - Review - Reflect - Discuss - Learn

MONITORING	Class teachers and teaching assistants	Subject Leaders	Headteacher & Governors	Locality Lead & County Council	External partners e.g. OFSTED