



St Monica's DT Curriculum

DT - Our intent and vision for History here at St Monica's

At St Monica's Primary School, we are DESIGNERS!



Here in St Monica's, we want our children to love this inspiring, rigorous and practical subject.

We are committed to delivering high-quality Design and Technology education, where children are encouraged to become creative, independent problem solvers. Through engaging DT lessons, they will use their imagination and innovation to design and create products that address real and meaningful problems. These projects will be set in a variety of contexts, encouraging children to consider both their own needs and those of others. They will also draw

on knowledge from subjects such as mathematics, science, engineering, computing, and art to support the design and creation of their own products, helping them develop a broad and well-rounded understanding across multiple disciplines. Pupils are encouraged to take risks and show resilience, overcoming problems they may encounter by being resourceful and innovative. Children are also provided with opportunities to evaluate both past and present design and develop a critical understanding of products and their impact on life and the wider world.

Planning meets the aims of the National Curriculum for Design and Technology and covers the required skills outlined in the Programme of Study. The curriculum is progressive and allows pupils to build on and apply a repertoire of skills, in order to make high-quality products for a wide range of users. One topic, every year in both the infants and the juniors, is planned so that pupils are able to understand and apply the principles of nutrition and learn how to cook. Sewing topics are also included to ensure children's skills are built upon from Nursery to Year 6 and where possible, cross curricular links are made. Planning ensures the design and technology process is based on the six key principles of a genuine DT experience and they are evident in each project that pupils undertake. The six key principles are as follows:

- User
- Purpose
- Functionality
- Design Decisions
- Innovation
- Authenticity

We intend to provide all children, regardless of ethnic origin, gender, class aptitude or disability, with a broad and balanced design and technology curriculum

DT - How we Teach and Implement DT at St Monica's

In ensuring high standards of teaching and learning in DT, we implement a curriculum that is progressive throughout the whole school. Planning for DT is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Design and Technology 2014' and, 'Understanding the World' in the Early Years Foundation Stage.

Lessons are based on six key principles to ensure that all pupils have the opportunity to engage in genuine DT experiences. They are outlined in further detail below.

- **User.** Pupils have a clear idea of who they are design and making their products for, considering their needs wants, values, interests or preferences. Their intended uses are themselves, others and sometimes imaginary or story based characters.
- **Purpose.** Pupils are able to clearly communicate the purpose of their products they are design and making.
- **Functionality.** Pupils design and make products that function effectively in order to fulfil the users' needs, wants and purposes.
- **Design Decisions.** Throughout the process pupils make their own design decisions, demonstrating their creative, technical and practical expertise.
- **Innovation.** When design and making, pupils have scope to be original in their thinking and respond to open-ended starting points for their learning.
- **Authenticity.** Pupils design and make products that are believable, real and meaningful to themselves and others.

Through evaluation of existing products, pupils generate ideas for their own designs. Pupils also evaluate their own and other's products against design criteria, identifying elements that have been successful and suggestions for improvements. Particular attention is given to the development of vocabulary by including key words on the front of design booklets and making them explicit in lessons. This enables the children to articulate their ideas clearly and precisely, assisting them in making their thinking clear, both to themselves and others.

EYFS - Our Early Years DT Curriculum at St Monica's

- DT is not taught as a standalone subject in the EYFS, but instead is integrated into:
Expressive Arts and Design: building with small world blocks and construction, junk model creations,
Understanding the World:
Physical Development: building with large scale blocks and construction,
- Design and Technology is taught through a blend of child-led and adult-led activities, both of which nurture children's growing independence, problem-solving abilities, and creativity. Throughout these activities, children are encouraged to discuss their design processes and reflect on the outcomes they create.
- In EYFS, we focus **on process over product**, this means our emphasis is on the design and making process, not the final outcome. We believe this pedagogy encourages resilience, adaptability, and creative thinking.

- Through meaningful observations and interactions, we will focus on how children explore and try out ideas, select appropriate tools and materials and use these effectively and communicate about their creations. This will develop from Nursery to Reception, where we would stretch children to reflect on their creations with a growing vocabulary. We meet the children at their level and extend these interactions to meet the next steps in their learning.

DT - How we measure Impact here at St Monica's

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave St Monica's reaching at least age related expectations

Subject Leader Vision and Development Plan 2025/6

Key Subject Development Points from 2024/25 - to feed into the Key Subject Targets for 2025/26

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Key Subject Targets for 2025/26 - to be monitored throughout the year in the Termly Review

Key Target and KPI's	Termly Reviews 2025/26
<p>Key Target 1: Pupil can articulate their learning and retain key information, especially in comparison to the pre-CUSP curriculum</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. When interviewed pupils from all sub groups (PP/SEND/gender), can articulate learning from learning, and can talk learning through using their workbooks 2. Gather feedback about CUSP and evidence led, cutting edge approach to lessons from pupils 3. Compare work and knowledge with the pre-CUSP curriculum) 	<p>Autumn Review Spring Review Summer Review</p>
<p>Key Target 2: To monitor how adaptations are made within DT lessons to ensure learning is inclusive and lessons cater for all learners:</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. Assistive learning is taking place within lessons (with the understanding that the availability of assistive tech is developing within the school) 	<p>Autumn Review Spring Review Summer Review</p>

<p>2. Within lessons, adaptive learning is evident - word banks, inclusive tasks through CUSP, scaffolding is being implemented - with workload taken into consideration</p>	
<p>Key Target 3: To ensure children of all abilities are able to access SMC's during the topic.</p> <p>KPI's</p> <p>1. Consistent SMC's evidenced in books checked during book moderation.</p>	<p>Autumn Review Spring Review Summer Review</p>
<p>Key Target 4: Implement the CUSP curriculum in St Monica's from Y1 to Y6; with monitoring and auditing to ensure a successful strategy</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. Engage with CUSP CPD offer and join the national CPD clusters 2. Monitor History work alongside the co-history lead to ensure consistency of implementation across KS1 and KS2 - sharing good practice with staff meetings to ensure a consistent implementation 3. Present to Governors and the HT a review of History CUSP at the end of Autumn Term about the strengths and targets of CUSP, and next steps 	<p>Autumn Review Spring Review Summer Review</p>

<p>Termly Review of History: 2025/26 (trips, progress against targets, enrichment activities) To be updated each term</p>
<p>Autumn</p>
<p>Spring</p>
<p>Summer</p>