



Leonard Stanley Primary School

DT RATIONALE



Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley Primary, we believe that all pupils should have the opportunity to learn how to use a variety of tools, techniques and materials to enable them to create different products. We believe this knowledge will help to develop their natural curiosity and encourage them to make their own creations.

Within our DT lessons we discuss the importance of choosing materials carefully, to consider environmental impacts they may have. We believe it is essential that our pupils understand the role they play in looking after the environment and their place as global citizens.

Our DT curriculum promotes our EARLY and DEEP curriculum. We want pupils to have high quality reading opportunities, engage in active and experiential learning and take pride in their outcomes.

Implementation: *What do we teach? What does this look like?*

Leonard Stanley DT lessons enable a high-quality and ambitious curriculum to be taught with a practical experiential focus, whilst encompassing the National Curriculum Programme of

Study. We ensure that we cover the National Curriculum objectives to provide consistency and structure, where prior knowledge is built upon to embed key learning and skills using high quality vocabulary linked to the subject.

Early Years: Preschool and The Reception Year

In EYFS at Leonard Stanley DT is included in the learning area 'expressive art and design'. Children are provided with regular opportunities to explore and play with a range of materials in order to develop their skills and confidence.

DT is key in developing children's hand-eye co-ordination and fine motor skills therefore we ensure our pupils are provided with regular opportunities to practise these essential skills that underpin all that they will do in later school life and beyond.

As with other learning in Preschool and Early Years, our children will mainly learn about DT through carefully structured and planned continuous provision opportunities both inside the classroom and outdoors, with a focus on Young Learner's Interest.

This includes:

- Making Gruffalo crumble
- Making bread & soup
- Making gingerbread men

The following table shows how we use the Development Matters guidance to plan learning opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to DT:

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
EAD	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
PD	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
PSED	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.		
UTW	• Explore how things work		

DT in Key Stage 1 and 2

At Leonard Stanley our DT lessons in Key stage 1 and 2 are designed to challenge pupils, with their experiential nature to enable them to produce high quality work.

In Key stage 1, DT is typically linked to class topics in order to embed the children's understanding further. They are given the opportunity to design, create and evaluate their products, using a variety of different materials, tools and techniques. We follow the 2014 National Curriculum primary school objectives. Within this, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each year of primary school but with increasing difficulty and with a different focus each time.

In KS2, children have 3 DT topics a year with a focus on design, creation and evaluation. These topics are chosen for specific DT skills using a range of resources.

In addition to class-based lessons, as a school Leonard Stanley also have focussed DT days where all children produce pieces of work around a theme.

Cooking

Children begin to learn to prepare food in LSEY and continue to produce a range of food throughout Early Years and KS1. In KS2, children have specific cooking lessons, in small class sizes, to learn 12 specific recipes as they traverse through KS2.

Assessment

- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise. Teachers reflect upon the learning using 'feedback sheets', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children.
- End of unit assessment sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key learning point. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.

Monitoring & Training

- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the DT subject leader, and actions identified to ensure that DT standards remain consistently high.
- Annual moderation ensures progress is monitored within classes and year groups.
- Staff CPD opportunities are provided when needed.

- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School they will:

- Be able to design, construct & evaluate their own products.
- Be able to use a variety of materials, tools & techniques to create a product.
- Be able to question ideas and reflect on knowledge.
- Work collaboratively and practically to produce products.
- Demonstrate a love of DT through proudly sharing their work with others.
- Achieve age-related expectations in art at the end of each academic year.
- Be ready for their next phase of education in science learning at secondary school by the time they leave Leonard Stanley Primary School.