



<i>What DT looks like at our school?</i>	This is our philosophy:	This is what we plan to do:
<ul style="list-style-type: none"> ● Opportunities to inspire children’s curiosity about technology and the world of design and work ● Give children opportunities to design, make and evaluate using the design process ● A well planned progression of skills to enable children to work on and develop new skills and knowledge each year 	<ul style="list-style-type: none"> ● To provide children with experiences to help them develop their understanding of design, making and evaluation of products and food. ● Ensure that all work within DT is done with a design purpose and outcome – things are designed for a purpose not just ● To facilitate the development of creative problem solving ● To develop knowledge of tools and motor skill performance with these 	<ul style="list-style-type: none"> ● Lessons may be taught discretely or as a block of lessons. Links with other areas of the curriculum are embraced to provide a more meaningful learning experience ● All children at Mordiford have the opportunity to investigate, evaluate, design (making for a purpose), plan, adapt, handle tools, create and evaluate ● Develop an understanding that design has a purpose with all objects
This is what you might see:	This is how we know our children are doing well:	This is the impact of our curriculum:

- Engaged learners
- Children exploring and handling everyday objects to investigate design, evaluate, compare and contrast etc
- Personal qualities – persistence, determination, respect for others and their views
- Respect for craftsmanship

- Marking and feedback
- Photograph and video evidence
- Displays of work
- Enjoyment and enthusiasm
- Developing the child's evaluation skills.
This can be evidence by observing their skills, group work etc

- Inquisitive learners – how, what, why things are made
- Children who enjoy practical aspects of DT, Food DT
- Showing an increase in confidence using tools, problem solving, group work and showing perseverance and growth mind set
- Children who are able to demonstrate a range of design, practical and evaluation skills independently and in group scenarios