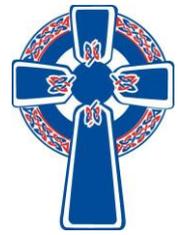




St Joseph's Catholic Primary School



Whole School Approach to Teaching Design and Technology

Our approach to teaching DT is:

- stimulus
- evaluate
- learn and practise skills and techniques
- plan, do, review

Further Explanation Behind the Approach

DT is purposeful, linking to the topic and the children's interest. Teachers will start by looking at a **stimulus** of real products linked to the product that they will be making and **evaluate** them. For example, if the children are making cushions, they will look at a range of different cushions and discuss their properties and effectiveness as a product. They will then use this information to inform their own designs and plan their own.

Children will then learn and practise the skills needed to make the end product. For example, if children are making a fruit salad they will need to learn about food hygiene and practise safely cutting different fruits. Children will then **apply** these skills to make their planned product.

Children will then be given the opportunity to effectively follow the **plan, do, review** process (as detailed below).



Plan: Look at real prototypes of products and evaluate their effectiveness. Children plan out their ideas based on what they have found out from their research.



Do: Children practise skills that they need to create their planned product. Children then apply these skills to create their product.



Review: Children evaluate their product and comment on what went well and what they would change if they repeated the piece of work. In some cases, opportunities will be provided for children to apply the changes from their evaluation (repeating the plan, do, review process) and therefore reviewing the impact.

All learning will be differentiated to suit the individual needs of children. This includes specific differentiation linked to the specific DT task as well as considering the need to differentiate within DT lessons linked to other areas of need: e.g. coloured overlays when reading instructions if a child has visual stress. This provision will be clear in books and work samples.