



## Design and Technology Intent

Our Design and Technology intent compliments our Curriculum Promise, building on the **Imagination, Independence, Concentration** and **Collaboration** strands that are crucial in enabling our children to leave Canonbury as confident, resourceful and respectful individuals and thus inspire a new generation of engineers, chefs and designers.

Through our Design and Technology programme, we aim to expand and deepen children's knowledge of the world around them and develop in them a deeper understanding of the way things work in their environment. Our children will have opportunities to

- evaluate existing designs and their own projects
- use their imagination to develop their own ideas and designs
- grow their confidence to take risks when creating their designs
- draw upon other curriculum areas, such as Mathematics, Science, Computing and Art.

In line with the [National curriculum](#) (2014):

The teaching of Design and Technology will follow the **design, make** and **evaluate** cycle; where each stage is rooted in the development of technical knowledge and vocabulary and given equal weight

Children's designs will have a **function** in real life so that there is a sense of **purpose** to the learning.

- When **making**, children will have choice in how they do things and a range of tools to choose from.
- When **evaluating**, children will assess their own products against a design criteria

As pupils progress through the school, they will expand their skills bank and their understanding of materials and their functions. They will be able to build upon pre-existing skills and apply these in increasingly complex design situations.

## Early Years

The [Early Years Foundation Stage Curriculum \(2001\)](#) supports children's understanding of 'Creating with Materials' through the planning and teaching of processes and the properties of materials, in the specific area of 'Expressive Arts and Design'.

Our learning environment and provision is designed so that children

- develop a sense of the world around them
- talk about their observations
- explore artefacts and resources in creative ways
- grow curious about and become inspired by the detail and function of everyday objects around them, from their own lives and the lives of others, from their locality and the wider world.

In line with the Early Year's framework (2021), our aim is that children will confidently and independently:

- 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

## Key Stage One

### Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make:

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from, and use, a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate:

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

## Key Stage Two

### Design:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make:

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate:

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others