

Design & Technology on a



At Newton Primary School, our Design & Technology curriculum is delivered through the Kapow Primary scheme of work, adapted to meet the needs of our children and mixed-age classes. **Subject Lead: Miss Spencer**

What do our Design & Technology lessons look like? - Recap and review of prior learning, key vocabulary and relevant technical knowledge. - A clear purpose, user and design problem or brief linked to the Kapow unit. - Exploration and evaluation of existing products to generate ideas. - Teacher modelling and Kapow resources to introduce practical skills, tools and techniques. - Children design, make, test, refine and evaluate purposeful products.	Planning - Teachers use the Kapow Primary scheme and follow the agreed Newton curriculum sequence. - Learning builds through the four strands: Design, Make, Evaluate and Technical knowledge. - Kapow unit hubs, progression and vocabulary documents support planning and sequencing. - Teachers identify required materials, tools, safety considerations and key knowledge before the unit begins. - Lessons may be adapted to meet the needs of the class and our mixed-age organisation.
What should our books / evidence look like? - Date and unit/lesson objective or focus recorded clearly where appropriate. - Evidence of investigating and evaluating existing products. - Design ideas, sketches, labelled diagrams or agreed design templates, adapted where needed. - Photographs of practical making, testing and final products may be recorded on Seesaw - Evidence of evaluation against the design criteria, purpose and intended user.	All children will succeed through our small-steps approach - Practical skills and technical knowledge are modelled clearly and broken into manageable steps. - Children rehearse techniques and safe use of tools before applying them independently. - Scaffolds, visual prompts, adapted tools/materials and adult support are used where needed. - Children can demonstrate understanding through talk, practical work, drawing, labelling and photographs. - Key vocabulary is explicitly taught, displayed and revisited throughout the unit.
Assessment - Prior learning is revisited through questioning, retrieval activities and discussion. - Ongoing assessment uses observation, questioning, discussion and evidence from the design-and-make process. - Teachers check how well children apply technical knowledge, practical skills and design decisions. - Kapow assessment quizzes and Knowledge Catchers are used where provided to check retention and understanding. - Children evaluate products against design criteria and use feedback to improve their work.	How does Design & Technology look in Early Years? - Children explore materials, structures, mechanisms, textiles and food through purposeful play and adult-guided experiences. - Adults model safe use of tools, joining, cutting, shaping and selecting materials for a purpose. - Children investigate how things work, talk about what they want to make and choose resources. - They create, test, adapt and talk about their models and products. - Process, problem-solving and exploration are valued alongside the finished outcome.

Design & Technology Learning Model - What you should see in our lessons

Lesson Starter - Recap prior learning and key vocabulary - Explore an existing product, problem or user need - Introduce the design focus and success criteria - Revisit safety and relevant technical knowledge	Main Activity - Generate and communicate design ideas - Model and practise the required practical skill - Select appropriate tools and materials - Make, test and refine the product - Targeted questioning, scaffolds and support	Plenary - Evaluate against the design criteria and user need - Explain what worked and what could be improved - Revisit key vocabulary and technical knowledge - Share or photograph outcomes where appropriate
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NB: In mixed-age classes, elements of the learning model may take place at different times for different groups.

