

EYFS and Key Stage 1&2 Design & Technology Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the D&T curriculum is taught following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in D&T to the level and pace specific to each learner. For all areas of the D&T curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To inspire pupils to become the next generation of innovators.
- To provide pupils with a broad range of practical experiences.
- To inspire pupils to create innovative designs which solve real and relevant problems within a variety of different contexts.
- To encourage pupils to identify real and relevant problems.
- To support pupils to critically evaluate existing products.
- To encourage pupils to take risks and innovate when designing and creating solutions to problems.
- To ensure pupils have time to reflect, evaluate and improve on prototypes using design criteria.
- To provide opportunities for pupils to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment.

Implementation

- The D&T curriculum is planned as part of our half termly themes
- Delivery of the D&T curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the D&T curriculum (see D&T Curriculum Progression Map) and take note of this when preparing lessons
- D&T content is linked with our theme planning so is not necessarily chronological. However, every effort is made to give pupil's a sense of where their current learning fits with previous D&T learning.
- Ensure that pupils have opportunities to revise their ideas.
- Revisit and consolidate skills to build on prior learning alongside introducing new skills, knowledge and challenge.
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Children are engaged, curious and resilient in D&T lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can explain their decisions during the design process.

Early Years Foundation Stage

At CCHS we teach children from their Reception Year and teaching and learning is based around the needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of rich, play-based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for D&T taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following areas of learning – Physical Development and, Expressive Arts and Design.

- Handle equipment and tools effectively, including pencils for writing.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In D&T we strive to include design tasks that are related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In D&T, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).