

At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.		
Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Striving to create the best possible project, achieving the set design criteria and feeling a sense of accomplishment when they have completed their project. Children will take care of their presentation when constructing their project.
	<i>To be inquisitive</i>	Express their creativity through being curious and applying a range of taught skills that have been built upon throughout the D&T progressive curriculum.
	<i>To be confident</i>	Show independence when making selections from the taught skills bank to create a final piece.
	<i>To be kind</i>	Appraising others' creations and ideas, even if they are different to theirs. Appreciating different forms of D&T, and how art can be interpreted.
	<i>To be healthy</i>	Acknowledging that D&T is therapeutic for many, and can be a way of expressing their true selves through their design work and creations.
	<i>To be understanding</i>	Accepting that others may interpret their designs in different ways, and being open-minded to the various possibilities that D&T can provide.
	<i>To be respectful</i>	Respectfully make observations and comparisons about others' work and to give feedback.
	<i>To be successful</i>	Explain the rationale behind the choices they have made when selecting skills for a final piece. To evaluate their own pieces of D&T and give feedback to other children against the success criteria.
	<i>To be trustworthy</i>	Trusting the process of producing a final product; in D&T this can take many forms and attempts. Using equipment and resources sensibly and purposefully. We recognise that they have the potential to widen their diversity to be respectful and responsible in D&T. Our children will achieve this by taking responsibility for all aspects of their project, from the materials selected to the colours used for their final design. Children are reminded that they are in

		control with the project and that it is their own creation.
Statement 2: <u>To nurture our children's learning journey.</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.	● Subject specific knowledge and skills, built around objectives within the National Curriculum, identified within Knowledge Organisers. The skills are built upon which activates prior learning. ● Rationale for the way in which D&T has been organised to best layer knowledge and concepts within and across year groups. ● D&T has been used to allow for meaningful links to be made across other subject areas. ● 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills ● Hot & Cold tasks are used to show the progression within a unit of work for each child. Metacognition The use of metacognition can be utilised to help structure thinking. This is relevant in D&T when children are making a comparison between two pieces of work; gathering knowledge of an artist/designer or skill and to sequence the steps to use a piece of equipment or carry out a skill.	