


Reach for the Stars


Design and Technology Intent:

At Oakridge our aim is to develop resourceful, innovative and enterprising individuals, equipping them with the skills to research, design, make and evaluate products independently and collaboratively that solve real and relevant problems. We encourage our children to make links between D and T areas of learning and the world in which they live.



Design and Technology Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
<p>Developing lifelong learners</p>	<p>Metacognition through the canopy of The Oakridge Way</p> 	<ul style="list-style-type: none"> • Resilient: •The independent design process which encourages individual choices and thinking allows mistakes as an opportunity for new learning. • Reflective: children can make ongoing reflections based on success criteria Children understand that mistakes are learning opportunities to improve work Children use self, peer and teacher feedback to improve their outcomes. • Resourceful: Making choices about the appropriate materials and tools – e.g. specific lessons researching different types of joining which allows them to make informed decisions. Moving Monsters (Y3) Room Set with working light (Y4) Moving Toy with a cam (Y5) Thinking for themselves and problem solved independently e.g. motorised vehicles (Y6) Transferring knowledge from Science into D and T e.g. Room sets (Y4) Healthy sandwich (Y3) • Reciprocal: Team work and co-operation e.g. Castles (Y1 and Y2) Moving Monsters (Y3) Children magpie ideas from research prior to design and construction. E.g. Winding mechanisms (Y1 Y2) pneumatics (Y3) sandwiches (Y3)

	<p>Unique discipline in each subject</p>	<p>Develop designers who can</p> <ul style="list-style-type: none"> • Research, design, make and evaluate the effectiveness of their work • Use technology and mechanisms effectively to enhance their outcomes.
	<p>Secure fundamental basic skills in Reading Writing and Maths</p>	<ul style="list-style-type: none"> • Written sources require children to use their reading skills to understand its message. • Children are encouraged to read non-fiction texts to develop their finger-tip knowledge in art and linked curriculum subjects. • Mathematical skills are applied throughout. Measure e.g. Y5 (Healthy snack bar) Y6 (motorised vehicle) Y5 (Cam mechanisms)
Key Driver	Promoting	Rationale and Evidence
Enrichment	<p>Education visits, visitors, theme days, after school clubs, paired year group work</p>	<ul style="list-style-type: none"> • Y6 STEM ambassador visits Y6 Dr Pablo Briff • Y6 Lego innovation Centre Stafford College • Y5 Walton High School (Healthy snack bar) • The Park (Y1)
Key Driver	Promoting	Rationale and Evidence
Making a positive contribution	<p>The roots of 'The Oakridge Way'</p> 	<ul style="list-style-type: none"> • Respect – evaluating and feeding back to peers • Trustworthy – To abide by the RA to use tools safely
	<p>British Values</p>	<ul style="list-style-type: none"> • Mutual respect and tolerance To listen to and consider the ideas and opinions of others even if they differ from your own. To be able to take turns during discussions to resolve difficulties or make decisions. To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener To tolerate ideas from others that are different to their own. To understand that many great design ideas originate from other cultures.

		<ul style="list-style-type: none"> • Individual Liberty To understand that there are able to listen to others but can use their own ideas and design choices when making an artefact. To accept that others ideas may not be the same as their own but are able to accept this. • Rule of Law To understand the importance of safety rules when using tools. To understand and accept that if these rules are not followed that there are consequences to this. • Democracy The children must take the views and opinions into account but still have the right to make their own choices. To take turns both in speech and practically with others. To understand that it is not always possible or right to have their own way and understand the value of compromise
	Healthy Relationships	During DT there are many opportunities to promote social responsibilities. All the children have a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. There is the opportunity to work collaboratively with a partner or take turns in a small group which requires effective social interaction and at times compromise. There is also the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.
Key Driver	Promoting	
Developing character	Resilience	The independent design process which encourages individual choices and thinking allows mistakes as an opportunity for new learning
	Independence	D and T curriculum is not a paint by numbers. It is designs to encourage individual thinking from the design to the making as can be seen from the variety of outcomes produced from the same unit.
	A celebration of effort and hard work	<ul style="list-style-type: none"> • Golden Book for D and T • D and T work celebrated on Twitter and school newsletter • HT stickers DHT stickers house points • Peer evaluation