

Design Technology

Design Technology at Red Gates encompasses Food Technology and Design Technology as discrete subjects, as well as having cross curricular links within the Red Gates Curriculum Pathways. Design Technology and Art have close links within the curriculum. With this in mind Art and DT are identified under the umbrella of 'Imagination and Making'. Creative activities under this umbrella combine Art and DT topics. Design Technology is not assessed as a discrete subject, but due to its cross curricular nature, assessment of activities is covered in other areas of the SOLAR descriptors, such as communication, reading, science and maths and in EYFS through the Red Gates Early Steps. In the ASD and LISS pathway progress can be tracked alongside the descriptors in Life Skills.

EYFS

Design Technology within the EYFS pathway follows the requirements of the EYFS Statutory Framework. Opportunities for DT are encompassed within the strands of Physical Development and Expressive Arts and Design: Creating with Materials. Skills taught within this framework develop fine motor control and precision. Pupils should have opportunities to develop fine motor skills through safely using and exploring a variety of materials, tools and techniques. Through 'hands on' activities skills such as pouring, stirring, spooning, spreading and cutting and the use of tools for a purpose e.g. rolling pins, cutters, and knives will be developed. Activities in free flow play enable pupils to manipulate and explore a wide range of construction materials and different tools and techniques.

LISS

Design Technology within this pathway develops pupils' independence and practical skills for future living. Pupils take an active part in making choices about cooking activities and are involved in the process of buying ingredients through community visits. Pupils follow simple symbol instructions to create recipes relating to current topics. Pupils create shopping lists of ingredients, purchase goods in the local supermarket and use money, supporting cross curricular links. Pupils are able to use tools and appliances with increasing confidence and learn about safety. Pupils follow routines in the cooking process e.g. washing hands, making recipes, washing up and tidying up. Pupils have opportunities to experiment with different equipment and media, with increasing independence, using skills already, learnt in a more focussed and structured way.

Sensory

Design Technology is taught through exploration and experiential learning through topic based learning activities. There is a sensory element to teaching and learning in this pathway and cross curricular activities link to other subject areas e.g. science. Through motivating activities pupils focus on exploring textures through taste and touch. Tasting of new foods is encouraged, to expand pupil diets. Independence skills are developing, with adult support, to enable pupils to access and use tools safely. Supported skills of cutting, mixing, scooping, blending, and mashing are used when making simple recipes. Fine motor skills are enhanced through using a variety of different media, and skills such as cutting and sticking are encouraged in pupil focussed work.

ASD

Design Technology in this pathway focusses on skills for independence and life-long learning. Pupils learn about cooking processes and use a variety of equipment to make recipes and snacks. Skills are developed across this pathway and pupils use a variety of equipment independently. Pupils are able to make choices about recipes and have responsibility for identifying and purchasing ingredients for cooking lessons. Independence skills are taught through 'watch and do' activities to enable pupils to complete work independently. Cross curricular links to science, writing and ICT enhance learning and recording of activities.