INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements		Related Vocabulary
DESIGN AND TECHNOLOGY - STRUCTURES	EYFS	"Selects tools and techniques needed to shape, assemble and join materials they are using."	Moving (T1) Materials (T1) Model (T1)
	KS1	" Select from and use a wide range of materials and components according to their characteristics."	Tools (T2) Structure (T2) Design (T2)
	KS2	" Select from and use a wider range of tools and equipment to perform practical tasks."	Evaluate (T2) Assemble (T2) Prototype (T2)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.

- ☐ **Respect**
- ✓ **Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- ☐ Democracy.
- ☐ The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ☐ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children may demonstrate knowledge of varying design and technology structures, including how they built a model or structure and which tools and products they used to do it. Children will be looking at structures from real world and they will show an understanding of how design and technology has helped to shape the world around them. This includes how structures are used to further society and technological advancements.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will produce their own model or structure where they will have applied and demonstrated their knowledge of techniques and tools learnt. This includes a moving model, featuring different systems suitable to their age.

What sequence of activity and pedagogy will be undertaken?

EYFS: Assemble, join and combine materials and components together
Year 1: Assemble, join and combine materials and components together using a variety of temporary methods.
Year 2: Assemble, join and combine materials in order to make a product
Year 3: Work safely and accurately with a range of simple tools to assemble, join and combine materials.
Year 4: Join and combine materials and components accurately in temporary and permanent ways
Year 5: Measure and mark out accurately when joining and combining materials in temporary and permanent ways
Year 6: Measure and mark out accurately when joining and combining materials in temporary and permanent ways, making modifications as they go along.
Mastery: Consistently measure and mark out accurately when joining and combining materials in temporary and permanent ways, making modifications as they go along.

IMPACT

What knowledge will the children have embedded?

Children will be able to demonstrate design and production skills, particularly within the structural part of design and technology. They will have a good range of knowledge about different types of structures. They will be able to describe, in detail why certain structures are more suitable for their product than others.

What retention may be demonstrated?

Here are some example questions that may be used to assess children's understanding.
EYFS: How is this joined together?
KS1: Can you describe why you chose this certain structure for this model?
KS2: Which part of the structure did you find most challenging and why?