

Merstone School Design and Technology – Intent and Implementation
2024-2025

Intent	<p>At Merstone School, our intent is to provide the pupils with a wide range of exciting and stimulating opportunities as they progress through the school. In our school, we understand and appreciate that many pupils enjoy a practical, exciting, and engaging curriculum; where pupils can continue to be scaffolded to gain knowledge and skills that are transferable and relatable in their own lives. This continues to promote our pupil's independence, knowledge, and self – esteem which is embedded within our school and our curriculum.</p> <p>Design & Technology is a subject, which allows children to use their creativity and imagination to design and make products that solve real and relevant problems in different situations. It promotes divergent thinking, where there is not a sole answer to a question, but space for a whole host of answers and ideas that can continue to be planned for, created, tested and continuously revised; developing and progressing both knowledge and skills. It forms close links with our Art and Design curriculum so children can use and build skills gained in both subjects and continue to develop and promote mastery within these skills and providing many cross-curricular links.</p> <p>Our intent is to encourage children to become creative problem-solvers, both as individuals and as part of a team. Creative thinking encourages children to make positive changes to their quality of life. Design and Technology prepares children to be part of the development of our rapidly changing world and make positive changes for their lives and the lives within our communities and our world.</p>
Implementation	<p>Design Technology is taught throughout the week in each class. Merstone uses the Equals Curriculum Scheme of Work to support pupils to learn and develop their understanding of a variety of Design Technology topic areas depending on their key stage, development pathway and their current topic. These schemes of work are heavily adapted to suit the learner's needs and abilities and work is then further differentiated to support individual pupil's ability.</p> <p>EYFS – In the foundation stage, Design Technology is taught as an integral part of topic work and is embedded throughout the curriculum. Pupil's experience and learn from chosen topics to ensure that the Design Technology curriculum content is covered, and pupils experience a wider breath of study in this subject area.</p> <p>In our Nursery setting Pebbles and Reception Moonstones, pupils follow the Learning Through Play Curriculum.</p> <p>Music, Art, and Design Technology are delivered under the umbrella area of Expressive Arts and Design in EYFS classrooms.</p>

As an extension of our play activities, we provide a variety of creative activities which give the children the opportunity to explore different materials, including paint and glue, as well as musical instruments.

We learn to explore a range of media through sensory exploration and to express ourselves through physical movement and sound. We learn to be imaginative and engage in pretend play.

Children are encouraged to use their senses and a wide range of resources in order to express their own ideas, feelings and responses.

Art and Design equipment, including paints, glue, crayons, and pencils as well as natural and discarded resources provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music, dance and stories and practitioners support and encourage opportunities for imaginative role-play, both individually and as part of the group.

Children in the Early Years Foundation Stage (EYFS) are assessed using Earwig as our assessment tracker to record children's knowledge and skills.

Ruby Department

The Ruby curriculum at Merstone School is a process based, sensory and developmental curriculum This involves tailored learning that supports the whole child in a multi-sensory and stimulating way. Ruby Department follow the Learning Through Play curriculum and use Earwig to assess the children's developmental stages and progression.

The curriculum promotes engagement and curiosity, an approach whereby the children experience and explore different materials promoting engagement in the experience and to support the use of the child's communication. The environment provides children with stimulating and sensory rich resources, that develop children's learning through practical learning and supports their development.

With a total communication approach and high level communication plans, children can communicate in their preferred way. Through continuous provision and sensory exploration activities children can engage in a curriculum that stimulates the whole body by partaking in activities such as Sensology, Sensory stories, Immersive Theatre, Sensory Cooking, and Proprioceptive Massage.

Topaz Department- The Topaz curriculum is a thematic curriculum which offers broad and balanced learning opportunities to pupils who are on the autism spectrum. Learning through a thematic curriculum allows for the pupils in the topaz department to experience and enjoy various themes about the world in which they live. The themes which pupils in the topaz department will take part in are varied and allow for pupils to be immersed in a sensory, task specific and life skills focused learning environment. This supports them to work on specific areas of their SERTS/EHCP/IEP targets, communication, emotional regulation, and accepting support. The thematic curriculum will be closely linked to the expectations of the national curriculum but adapted to support the specific needs of each individual in this department and the individual classes. Learning will be focused, structured and responsive to pupil's emotional and individual needs. Programmes of intervention will continuously be taking place, which supports a readiness to learn approach. Within lessons, the TEACCH structure will be implemented, aiding pupils to understand their environment and work as independently as possible. By focusing on the child, their skills, interests and needs, TEACCH provides a flexibility to teaching that allows the environment, sequencing and predictability to support individual tasks and understanding the concept of finished.

Assessment for the Topaz department is recorded on our earwig system and follows the SCERTS model. SCERTS has been developed to support children with social communication needs, it is a framework of assessment and intervention that can be applied in any natural setting or context. The SCERTS framework is a strength-based framework that allows identifying and addressing the most significant challenges by building on existing strengths.

Sapphire Department

A Sapphire pathway follows a Semi Formal EQUALS curriculum whereby the children in the classroom will enjoy a process based and skills-based curriculum with enhanced provision to develop and master the skills that they are developing. Within Design and Technology, children explore a range of materials in a sensory pathway.

The children will explore different topics from the curriculum to develop life skills within food technology and design and which incorporate their preferred communication systems to include the child's voice within assessment. These learning opportunities are taught during a timetabled lesson with a high level of support and often in 1 to 1 and small group input.

They learn within different environments within school including the Food Technology room, allowing the children to experience different environments and to have a different experience of health and safety and resources.

Sapphire Design and Technology Topics -

My Independence – My Cooking Food and Technology

My Independence – My Shopping

My Thinking and Problem Solving whereby the developing the children's mind with questioning develops important skills transferable to Design and Technology such as;

1. memory to
2. understanding to
3. application, and then on to
4. the higher orders of learning which are to be found in the abilities to analyse, evaluate, and create.

In the Sapphire Department, Earwig is used to assess the children and make observations and record children's learning through photographic evidence and detailed written statements. This will also reflect the work they have done, the support that they received and the engagement level they had during the lesson.

Emerald Department

Emerald classes follow a Subject Specific pathway planned from the EQUALS curriculum, where Design and Technology is taught to the children in a lesson format. Within this lesson, children continue to have lots of sensory opportunities and exploration but this also develops to a design, make, and do and review process. As in all subjects, DT is differentiated to meet the individual needs of the learners and to draw on their strengths, interests, and abilities.

Within the Design and Technology lessons, children explore a range of new vocabulary and experience a range of real resources to engage and enhance their learning. They use a variety of materials that come together for them to achieve a desired effect. The curriculum topics include homes, playground, fruit, and picnic – which ensure these are relatable topics for the children, developing the life skills aspect of the design and technology and embedding and scaffolding skills in a cross curricular aspect.

Supporting adults can also identify those with gifted and talented aspects of Design and Technology and develop these skills further with individualised learning and challenging activities.

	<p>Children are assessed on Earwig and recording is added to Earwig as well as in children's learning books to reflect on the plan – do – review process that Design Technology inspires.</p> <p>Emerald Design and Technology Topics Moving Pictures, Energy, Eat More Fruit, Playgrounds, Homes, Vehicles, Puppets, Winding Up, Joseph's Coat, Masks, Picnic.</p> <p><u>Diamonds Department</u> - Design Technology is taught in discreet lessons and learning is based around modules from ASDAN towards independence. Pupils are completing tasks that promote their independence and life skills which become embedded in their life and prepare them for the wider community and adulthood. Design Technology is taught through lessons such as cooking, Citizenship and mini-enterprise activities where the children design and make and create items to sell. Design and Technology is also taught through the Equals Curriculum which is a flexible and inclusive curriculum that offers a wide range of learning opportunities. The curriculum is designed to be personalised ed to meet the needs and interests of each student which is then recorded using Earwig.</p>
Impact	<p>If you walk into Design Technology lessons at Merstone School, you will see:</p> <ul style="list-style-type: none"> • Pupils engaged, participating, and offered to join in with a variety of practical and exploratory activities, including crafting and development of different resources and preparing, and cooking food. • Pupils developing their skills of fine and gross motor activities, such as using scissors, cutting, and mixing. • Children developing their joining techniques such as sticking, folding, taping. • Pupils expressing choices and their individual opinions with a range of communication tools to support this. • A respectful environment of opinion, choices, and preferences, celebrating achievements of all pupils. • Tailored and differentiated Design and Technology activities to pupil's needs and developmental levels. • Pupils working towards becoming and leading safe, independent, and fulfilling lives. • Activities in books to show an array of DT skills and a range of practical experiences that the children have had to shape and develop their life skills.

