



## Design and Technology Impact Statement

Overall aim: Ensure children have been engaged and inspired to use their creativity and imagination to design and create products that solve real and relevant problems. To ensure children have used a range of subjects when creating high quality products.

### Achievement

	EYFS (Personal Development)	EYFS (Expressive Art and Design)	KS1	KS2
Progress	97% good or better progress.	90% good or better progress.		
Attainment	97% good or better progress.	83% at or above age related expectations.	83% at expected or above.	81% at expected or above.

### What is the impact on the school?

Children in Year 1 spoke confidently about their Food and Nutrition learning and making dips and fruit kebabs for healthy snacks. They spoke about making Tudor Houses linked to The Great Fire of London and spoke enthusiastically about setting them on fire. Children in Year 3 and 4 spoke passionately their Food and Nutrition weeks, speaking confidently about the process they took to create their crepes and tortillas. They could explain how they used measuring skills when creating their food. Children in Year 4 spoke about how they enjoyed their recent unit of Greek pots using paper Mache as it was messy and fun!

### What is the impact on the local area?

Children in Year 1 spoke about their trip to The Discovery Museum and how they worked in teams to made and test trains. Children in Year 3 and 4 spoke about their trips to The Word and The Baltic and could speak about their learning.

### What is the impact on preparing our children for life in Modern Day Britain?

Children in Year 1 spoke about how Food and Nutrition weeks have helped them to make healthy food and have been showed how to use tools safely. They spoke about how they have worked in teams for various projects this year and this has helped develop their team work skills such as problem solving, being in agreeance, turn taking and accepting fault as a team. Children in Year 3 and 4 spoke confidently about how Food and Nutrition weeks have prepared them for their future in knowing different recipes to have for meals, how to live a healthy lifestyle and how to use tools and heat sources safely.

**Impact of child conferences:** It is evident the children have loved Food and Nutrition weeks this year and it has made a positive impact on their lives. When speaking to the children in both key stages they tend to mix art and design and design technology and there doesn't appear to be a clear distinction between the two.

**Impact of data:** majority of emerging across the board are SEN children.

### Next steps:

- To ensure the positivity and enthusiasm of Food and Nutrition is not lost when we begin the new curriculum.
- Teachers to ensure children have a clear distinction between art and design and design technology.
- Use separate books for art and design and then for design technology.
- Focus on SEN data and ensuring SEN children are being pushed to achieved orange objective.

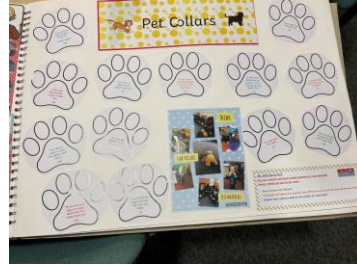
**Portfolio of Work**



**EYFS**



Reception have taken part in many STEM weeks and Food and Nutrition weeks across the year. Evidence is clear of their Think and Plan process of each project.

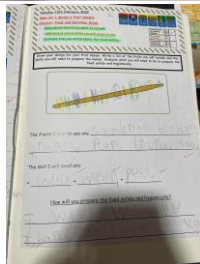
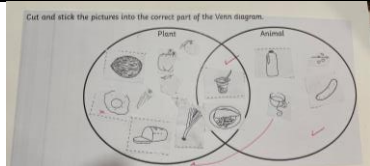


Reception have learnt to make smoothies and pizzas in Food and Nutrition weeks. They have made a range of purposeful products such as pet collars and boats all linked to their topics.



Reception have evaluated existing products when making their own pizzas to choose their toppings. Children have also evaluated their own products and communicated their findings.

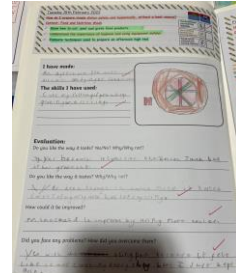
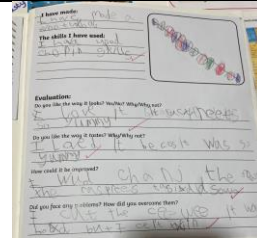
**KS1**



Year 1 and 2 have clear sequence of learning for design and technology. Year 1 have made links to science and looked how Where does food come from.



Year 2 have made flapjacks and High Tea linked to their topics during Food and Nutrition Week. Year 1 have made a range of products across the year such as a toy wands, puppets and Tudor houses all linked to their topics.



Year 1 and 2 have both evaluated existing products before making their own. Year 1 and 2 have evaluated their own products.

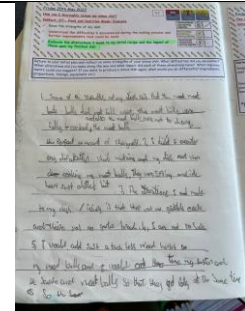
**KS2**



Year 3 and 5 have excellent examples of their Think and Planning process, making links to budgeting and sustainability.



Year 3 have created a corridor display to showcase and celebrate their most recent Food and Nutrition week learning.



Year 6 have evaluated their mince dish for Food and Nutrition week in Summer term.