



## 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 2021-2022	97% good or better progress.	83% at or above age related expectations.	83% at expected or above.	81% at expected or above.
Attainment 2022-2023	97% good or better progress.	100% at or above age related	68% at expected or above	81% at expected or above.

**What is the impact on the school?** Children in Year 5 spoke confidently about their learning this year, they spoke about how they made a moving mechanism that had to open and close properly, they made their own seasonal soup and their own building that had to be stable, secure and symmetrical linked to their Greek learning. Year 3 children spoke about making healthy tacos and making a moveable toy using mechanisms, learning what mechanisms are and how they work, they then applied this to their own moveable toy. Year 1 children spoke about making their own healthy salads and sandwiches using skills such as chop, slice, grate and mash. They spoke confidently about making shelters that had to be strong and secure and how they made taxis linked to Bright Lights and Big City, some spoke about how it was difficult adding wheels to their taxi.

**What is the impact on the local area?** Children in Year 5 spoke about how they had to create their own recipe for their seasonal soup, they spoke about memorable lessons such as using a syringe to blow air into a balloon and how they were allowed to make anything in moving mechanisms as long as it moved, they used trial and error to test their products. Children in Year 1 spoke about a trip to South Shields museum where they made their own boat using folding skills and modelled their own person out of playdough.

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

Children in Year 5 could explain how their learning of architecture and mechanisms links to possible job opportunities such as a builder or an engineer. They spoke about how being able to make things can be cost effective in the future. All year groups could talk about the benefits of knowing another recipe and being able to cook/prepare food for themselves. All year groups spoke about how the food they've designed and prepared is healthy.









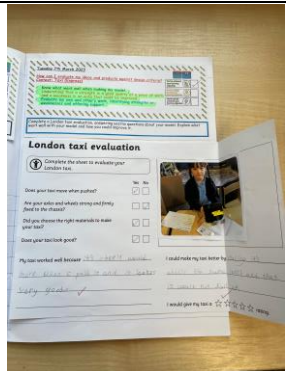


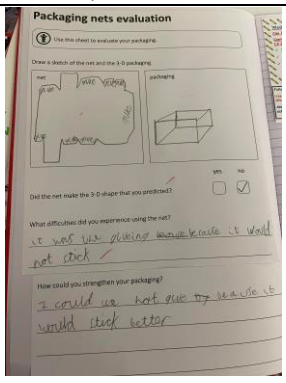
**Impact of child conferences:** all children were enthusiastic about their DT learning and how their learning linked to other areas of the curriculum. Children are able to identify how their learning will impact their lives in the future.

**Impact of data:** year 1 data is lower than previous years, staff feel this is due to the difficulty of the units and the level of support children needed in building shelters and taxis.

### Next steps:

- Monitor data in year 1
- KS1 data overall lower than last year

## Portfolio of Work

			
<b>EYFS</b>	 <p>In autumn term Reception took part of STEM week and made Christmas puppets. Evidence is clear of their STEM learning process.</p>	 <p>In spring term one of Reception's KRPs was ... Children designed and created fruit skewers. The sequence of learning is clear.</p>	 <p>Reception took part is STEM week linked to music and followed the STEM process to make spin drums. Here is their evaluations.</p>
<b>KS1</b>	 <p>Year 1's DT has linked heavily to their science and topic learning. Children have made Shelters linked to Everyday Materials and Taxi's linked to Bright Light Big City. In STEM week children made maracas.</p>	 <p>Year 1 have learnt about healthy and unhealthy foods during their unit of Chop, Slice, Mash. Children have made healthy salads and sandwiches.</p>	 <p>Year 1 have explored and evaluated existing products before making their own. They have then evaluate their own products.</p>
<b>KS2</b>	 <p>In autumn term KS2 took part of STEM week and year 4 made Christmas baubles. Evidence is clear of their STEM learning process.</p>	 <p>Year 4 learnt about healthy and unhealthy foods during their learning of Fresh Food, Good Food. The children designed and made their own healthy snack.</p>	 <p>Year 4 had to evaluate existing food packaging and design their own.</p>