

Active	<ul style="list-style-type: none"> - Children get the opportunity to use a range of tools and equipment to perform practical tasks through a variety of creative and practical activities [for Example: cutting, shaping, joining and finishing]. - Exploring outdoor spaces when learning about different topics, for example using the play-pod equipment to design a range of mechanisms such as wheel and axle, incline plane, pulley and levers.
Ambitious	<ul style="list-style-type: none"> - Children should strive to aim high to investigate and analyse a range of existing products before beginning to think about their own designs. - Potential barriers to learning for individuals are anticipated alongside a pathway to ensure all learners can actively participate in the best possible way. Planning should clearly identify what the children and young people will learn. - Children will also apply their knowledge to the real world and make connections.
Compassionate	<ul style="list-style-type: none"> - Children get the opportunity at the end of unit to critique, evaluate and test their ideas and products as well as the work of others - Demonstrating understanding of how they can work together as a team and be adaptable to the strengths and weaknesses of others.
Connectors	<ul style="list-style-type: none"> - Important links established throughout the curriculum. Children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Building upon their prior knowledge and identifying links between different subjects and concepts.
Explorers	<ul style="list-style-type: none"> - The DT curriculum allows the children to develop and explore the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
Inclusive	<ul style="list-style-type: none"> - DT supports the learning of all, regardless of their academic ability. - Activities and the use of specialised equipment should be continuously adapted to cater for the children's abilities and needs so that everyone is involved. - Opportunities to explore different ways of learning and engage different kinds of learners, such as practical investigations, collecting data and researching. - It is important to be mindful of how to balance adult support alongside ensuring that tasks are broken down so that they are accessible for all.
Independent	<ul style="list-style-type: none"> - Asking their own research questions and findings ways to answer them. - Learning how to use resources that are specific to Design and Technology such as glue guns, saws etc - Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. - Children are encouraged to develop their own ideas and designs. All children are reminded that no two designs are the same as everyone is unique.
Thinkers	<ul style="list-style-type: none"> - Class discussion is used to extend children's thinking about different products that are already on the market. - During lessons, children generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designs which allows them to consider the pros and cons of each product design.