



**'I like to make things at the end, the planning part is fun but I enjoy making things'.Year 2**

## **Design Technology**

**'Creativity is allowing yourself to make mistakes. Design is knowing which ones to keep' Scott Adams**

### **Intent**

Here at St. Josephs, Design and Technology is planned to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including traditional and digital technologies to improve the world. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.

### **Implementation**

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum. As a school, we promote Design and Technology in the wider school through a DT after school club and a weekly gardening session in EYFS. Where the children learn about where our food comes from by growing their own, and the importance of a balanced, healthy and varied diet and how to prepare this. We have an allotment plot at school and each year group is in charge of their own patch, to grow and harvest food. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world

### **Impact**

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons.



**'I love P.E. at St Joseph's because we cover so many topics and activities. Also, there are a lot of opportunities to take part in sporting events and extracurricular activities.'** Year 6

## **Physical Education**

### **Intent**

At St Joseph's the intention is that children gain a firm understanding of what Physical Education is through numerous avenues. Physical activities within the curriculum ensure that the fundamentals of agility, balance and coordination are at the heart of learning and that our children are active for sustained periods of time. We encourage all children to succeed and excel in physical activities. We emphasise personal development to accommodate varying levels of fitness. This allows all children to become physically confident in a way which supports their health. We often organise for coaches to attend the school to deliver taster sessions or half-termly sessions allowing the children to experience a new sport and returning home with club information should they wish to pursue this outside of school.

### **Implementation**

At St Joseph's School we follow a scheme of work called 'Get Set 4 P.E.'. This scheme allows us to deliver effective P.E. lessons to all year groups - with a clear progression of skills from year-to-year. With this scheme the children learn key vocabulary to do with each topic they are learning. This allows them to gain a better understanding of physical education as well as their own bodies. In addition, P.E. Leads offer CPD to staff every year in order to give them confidence in delivering outstanding P.E. lessons. Physical activity is built in throughout the day, Every day the children participate in 'The Daily Mile' and watch 'Jump Start Johnny' videos. These videos are short brain break videos, which allow the children to dance for 3 - 4 minutes. This means they can re-energise themselves for the next chunk of learning. The children also take part in 'Active Play' every lunchtime.

### **Impact**

The Effective delivery of high-quality PE, physical activity and school sport supports the wider school aims including raised attainment, development of life skills and increased emotional wellbeing of young people. Children throughout the Federation are aware of the positive effects and importance of Physical Education. Due to the outstanding teaching of P.E. At St. Joseph's, the children regularly look forward to lessons. The engagement levels during lessons are excellent and we believe this because of the culture we have built around P.E



**'I like counting and playing with numbers.' Reception**

## **Maths**

**'In Maths, you're either right or wrong'. Katherine Johnson**

## **Intent**

At St Joseph's we intend to deepen children's understanding of maths by utilising the CPA (Concrete-Pictorial-Abstract) approach and by fostering an attitude of fun and enjoyment in their learning in this subject. We intend to challenge the children within their lessons so that they each achieve to their full potential, which will enable them to go out into the wider world and use the maths that they have learned about in real life situations. We intend to teach the children to:

- Become fluent in the fundamentals of mathematics.
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly.
- To reason and problem solve by applying mathematics to a variety of increasingly complex problems.
- To build upon children's knowledge and understanding from year 1 to year 6.
- To develop resilience that enables all children to reason and problem solve with increased confidence.

## **Implementation**

Teachers are encouraged to create and promote a positive attitude to mathematics learning within their classrooms and to reinforce the expectation that all children are capable of achieving high standards in mathematics.

From Reception to Year 6, children follow the scheme of 'White Rose' which supports children in learning the fundamentals behind the meanings of numbers and exploring other key mathematical areas. Children are not being stretched outside their year group but rather deepened within it and modelling will support children in developing their ability to reason and explain their answers using them. Termly assessments are used as a diagnostic tool to ensure that teachers are adapting learning to meet the needs of all children and ensure that any necessary interventions are targeted specifically to meet the needs of children. Times tables play an important part in our maths learning, with children developing their fluency in rapid recall of tables up to 12 x 12 by the end of year 4. While the rapid recall of times tables are being developed, children are also learning how to apply and manipulate their understanding of this to reason and solve problems.

## **Impact**

By the end of Year 6 children will have developed a bank of efficient and accurate skills that can be used to calculate effectively. Children will be able to apply their calculation skills and understanding of other areas to become confident and resilient problem-solvers with the ability to reason and articulate their ideas mathematically. Due to the embedding of fact sentences, children will have the language to be able to justify, reason and explain their answers.

