



# Dawpool C.E. (Aided) Primary School

DAWPOOL

## A Dawpool Designer



**The Abundant Life that Jesus offers**

Dawpool Church of England (Aided) Primary School  
A Curriculum for Christ-Likeness  
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.

|                    |  |  |  |                                   |                          |                                      |   |                            |                              |                      |                          |
|--------------------|--|--|--|-----------------------------------|--------------------------|--------------------------------------|---|----------------------------|------------------------------|----------------------|--------------------------|
| Reading            | <p><b>Person of Jesus (Our Christian Values)</b><br/>Galatians 5:22-23<br/>"The Fruit of the Spirit is love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control."</p> <p><b>GROWING THE FRUIT OF THE SPIRIT</b></p> |  |  | Religious Education               |                          |                                      |   |                            |                              |                      |                          |
| Writing            | <p><b>Love of Jesus (Our HeartSmart Actions)</b><br/>Matthew 22:36-40<br/>"Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself."</p>  | <p><b>Work of Jesus (Our Learning Values)</b><br/>Jeremiah 29:11<br/>"For I know the plans I have for you, declares the Lord. 'These to prosper you and not to harm you, plans to give you hope and a better future.'"</p> | Art  |                                   |                          |                                      |   |                            |                              |                      |                          |
| Spelling & Grammar |  |  | Design & Technology                        |                                   |                          |                                      |   |                            |                              |                      |                          |
| Speaking           |  |  | Computing & E-safety                       |                                   |                          |                                      |   |                            |                              |                      |                          |
| Maths              |  |  | Music                                      |                                   |                          |                                      |   |                            |                              |                      |                          |
| Science            |  |  | Physical Education                         |                                   |                          |                                      |   |                            |                              |                      |                          |
| History            | Complete a Bronze Leader's Award   | Understand Fundamental British Values  | Learn a musical instrument                 | Compete in a sporting competition | Monitor & improve myself | Perform a play to an audience        | Lead an Act of Worship                        | Watch a live orchestra     | Visit the theatre            | Visit a museum       | Modern Foreign Languages |
| Geography          | Complete a charity campaign  | Attend a residential visit   | Participate in extra-curricular activities | Visit a library and borrow a book | Be a Dawpool ambassador  | Enjoy and look after the environment | Visit a place of worship of a different faith | Participate in a Eucharist | Perform in a musical concert | Visit an art gallery | Early Years Curriculum   |

### Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers.**'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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*‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)*



## **Why is Design & Technology Important?**

Design and technology prepare pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

## **Dawpool's Vision for Design & Technology**

On completion of the Design & Technology curriculum at Dawpool, pupils will have developed:

- *Experience of using their imagination to design and make products that solve real and relevant problems.*
- *The ability to work constructively and productively with others.*
- *The ability to carry out research, show initiative and ask questions to understand a user's needs.*
- *A good knowledge of which tools, equipment and materials to use to make their products and how to use them responsibly and safely.*
- *A knowledge of important inventors and their inventions and how they have improved people's lives.*
- *An enjoyment for design and technology*

## **National Curriculum for Design & Technology**

The National Curriculum for Design & Technology at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.



## Education Recovery in Design & Technology

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **Design & Technology (DT)** curriculum, we have focused on our vision for DT which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the DT curriculum.

Pupils will:

- *Develop their knowledge of materials, equipment and tools and how to use them responsibly and safely.*
- *Explore the features of some simple inventions to develop understanding of 'functionality' and 'aesthetics'.*
- *Explore the design process by working with a range of simple materials, such as textiles and ingredients.*
- *Use their imagination to design and make products that solve real and relevant problems (see whole school design & technology project)*
- *Have the opportunity to work constructively and productively with others.*

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## A Foundation Stage Designer

| <b>A Foundation Stage Designer</b> |  |
|------------------------------------|--|
| <b>Class</b>                       | <b>Development Matters Statements</b><br><b>Expressive Arts and Design – Creating with Materials</b>   |
| <b>Foundation 1</b>                | <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> |
| <b>Foundation 2</b>                | <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>  |
| <b>Early Learning Goals</b>        | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>   |

| <b>Term &amp; Topic</b> |                                | <b>Activities which may be included. Please note the nature of the EYFS means planning changes daily.</b>  |
|-------------------------|--------------------------------|--|
| <b>Autumn Term</b>      | <b>Getting to Know You</b>     | <ul style="list-style-type: none"> <li>• Introduce children to the resources in the classroom and model the correct way to use each resource.</li> <li>• Ensure children are using materials and resources correctly at all times.</li> <li>• Show children how to tidy away and safely store equipment after use.</li> <li>• Model correct and safe use of equipment such as scissors, screwdrivers and hammers. Explain why it is important to use tools safely.</li> <li>• Design and plan models using a range of resources such as wooden blocks, duplo, lego, train tracks, popoids, octons, waffle blocks.</li> </ul> |
| <b>Spring Term</b>      | <b>Superheroes</b>             |  |
| <b>Summer Term</b>      | <b>Disney Around the World</b> |  |

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|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Explore how things work at the tinker station using a range of hand tools.</li> <li>• Support children in working with others to discuss ways of strengthening and improving models.</li> <li>• Create dens and other structures in Forest Schools.</li> <li>• Use playdough and clay to create models and pots.</li> <li>• Bend, fold and cut paper creatively.</li> <li>• Create own designs using craft materials.</li> </ul> |
|--|--|---|

### A Year 1 Designer at Dawpool

- I can use my own ideas to make something.
- I can describe how something works.
- I can cut food safely.
- I can make a product which moves.
- I can make my model stronger.
- I can explain to someone else how I want to make my product.
- I can choose appropriate resources and tools.
- I can make a simple plan before making.

|                     |                                    |                          |                     |
|---------------------|------------------------------------|--------------------------|---------------------|
| <b>idea</b>         | <b>product</b>                     | <b>model</b>             | <b>plan</b>         |
| <b>investigate</b>  | <b>evaluate</b>                    | <b>make</b>              | <b>user</b>         |
| <b>purpose</b>      | <b>Fruit &amp; vegetable names</b> | <b>names of utensils</b> | <b>slice</b>        |
| <b>peel</b>         | <b>cut</b>                         | <b>squeeze</b>           | <b>healthy diet</b> |
| <b>choose</b>       | <b>ingredients</b>                 | <b>join</b>              | <b>tool</b>         |
| <b>material</b>     | <b>fabric</b>                      | <b>paper</b>             | <b>card</b>         |
| <b>decorate</b>     | <b>paper fastener</b>              | <b>paperclip</b>         | <b>glue</b>         |
| <b>masking tape</b> | <b>template</b>                    | <b>mark out</b>          |                     |

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## A Year 2 Designer at Dawpool

- I can think of an idea and plan what to do next.
- I can choose tools and materials and explain why I have chosen them.
- I can join materials and components in different ways.
- I can explain what went well with my work.
- I can use different textiles and explain why I have chosen them
- I can measure materials to use in a model or structure.
- I can describe the ingredients I am using when preparing food.

|                    |                  |                   |                 |
|--------------------|------------------|-------------------|-----------------|
| <b>design</b>      | <b>construct</b> | <b>evaluate</b>   | <b>function</b> |
| <b>criteria</b>    | <b>purpose</b>   | <b>planning</b>   | <b>model</b>    |
| <b>structure</b>   | <b>template</b>  | <b>assemble</b>   | <b>product</b>  |
| <b>investigate</b> | <b>equipment</b> | <b>ingredient</b> | <b>material</b> |
| <b>textile</b>     | <b>sew</b>       | <b>cut</b>        | <b>join</b>     |
| <b>fold</b>        |                  |                   |                 |

## A Year 3 Designer at Dawpool

- I can prove that my design meets some set criteria.
- I can follow a step-by-step plan, choosing the right equipment and materials.
- I can design a product and make sure that it looks attractive.
- I can choose a textile for both its suitability and its appearance.
- I can select the most appropriate tools and techniques for a given task.
- I can make a product which uses both electrical and mechanical components.
- I can work accurately to measure, make cuts and make holes.
- I can describe how food ingredients come together.

|                     |                 |                   |                  |
|---------------------|-----------------|-------------------|------------------|
| <b>Tools</b>        | <b>Evaluate</b> | <b>Design</b>     | <b>Materials</b> |
| <b>Method</b>       | <b>Measure</b>  | <b>Attractive</b> | <b>Textile</b>   |
| <b>Healthy diet</b> | <b>Flavour</b>  | <b>Texture</b>    | <b>Taste</b>     |

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|                  |                   |  |  |
|------------------|-------------------|--|--|
| <b>Mechanism</b> | <b>Pneumatics</b> |  |  |
|------------------|-------------------|--|--|

### A Year 4 Designer at Dawpool

- I can use ideas from other people when I am designing.
- I can produce a plan and explain it.
- I can evaluate and suggest improvements for my designs.
- I can evaluate products for both their purpose and appearance.
- I can explain how I have improved my original design.
- I can present a product in an interesting way.
- I can measure accurately.
- I can persevere and adapt my work when my original ideas do not work.
- I know how to be both hygienic and safe when using food.

|                   |                  |                  |                   |
|-------------------|------------------|------------------|-------------------|
| <b>design</b>     | <b>make</b>      | <b>process</b>   | <b>prototype</b>  |
| <b>research</b>   | <b>create</b>    | <b>creative</b>  | <b>experiment</b> |
| <b>audience</b>   | <b>cook</b>      | <b>template</b>  | <b>draw</b>       |
| <b>mechanism</b>  | <b>equipment</b> | <b>survey</b>    | <b>construct</b>  |
| <b>finish</b>     | <b>evaluate</b>  | <b>structure</b> | <b>product</b>    |
| <b>recipe</b>     | <b>textile</b>   | <b>model</b>     | <b>practical</b>  |
| <b>ingredient</b> | <b>tool</b>      | <b>computer</b>  | <b>join</b>       |
| <b>practise</b>   | <b>develop</b>   | <b>improve</b>   | <b>function</b>   |
| <b>draw</b>       | <b>model</b>     | <b>purpose</b>   |                   |

### A Year 5 Designer at Dawpool

- I can come up with a range of ideas after collecting information from different sources.
- I can produce a detailed, step-by-step plan.
- I can suggest alternative plans; outlining the positive features and draw backs.
- I can explain how a product will appeal to a specific audience.
- I can evaluate appearance and function against original criteria.
- I can use a range of tools and equipment competently.

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- I can make a prototype before make a final version.
- I show that I can be both hygienic and safe in the kitchen.

|                        |                   |                  |                       |
|------------------------|-------------------|------------------|-----------------------|
| <b>sensory</b>         | <b>procedure</b>  | <b>processes</b> | <b>purpose</b>        |
| <b>characteristics</b> | <b>hygiene</b>    | <b>pattern</b>   | <b>specifications</b> |
| <b>biscuits</b>        | <b>techniques</b> | <b>element</b>   | <b>ingredients</b>    |
| <b>brand</b>           | <b>evaluate</b>   | <b>fabric</b>    | <b>recipe</b>         |
| <b>design</b>          | <b>product</b>    | <b>textiles</b>  | <b>safety</b>         |
| <b>materials</b>       | <b>stitches</b>   | <b>decorate</b>  |                       |

### A Year 6 Designer at Dawpool

- I can use market research to inform my plans and ideas.
- I can follow and refine my plans.
- I can justify my plans in a convincing way.
- I can show that I consider culture and society in my plans and designs.
- I show that I can test and evaluate my products.
- I can explain how products should be stored and give reasons.
- I can evaluate my product against clear criteria.

|                    |                   |                       |                          |
|--------------------|-------------------|-----------------------|--------------------------|
| <b>investigate</b> | <b>frame</b>      | <b>2D / 3D</b>        | <b>glue gun</b>          |
| <b>design</b>      | <b>materials</b>  | <b>ribbon</b>         | <b>split pin</b>         |
| <b>function</b>    | <b>equipment</b>  | <b>streamer</b>       | <b>double sided tape</b> |
| <b>purpose</b>     | <b>fabric</b>     | <b>glitter</b>        | <b>velcro</b>            |
| <b>aesthetic</b>   | <b>decorative</b> | <b>sequin</b>         | <b>dowel</b>             |
| <b>evaluate</b>    | <b>embellish</b>  | <b>collage</b>        | <b>cardboard</b>         |
| <b>review</b>      | <b>adornment</b>  | <b>running stitch</b> | <b>layers</b>            |
| <b>analyse</b>     | <b>textile</b>    | <b>overstitch</b>     | <b>needle</b>            |
| <b>template</b>    | <b>fasten</b>     | <b>blanket stitch</b> | <b>pins</b>              |
| <b>prototype</b>   | <b>secure</b>     | <b>back stitch</b>    | <b>thread</b>            |

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