

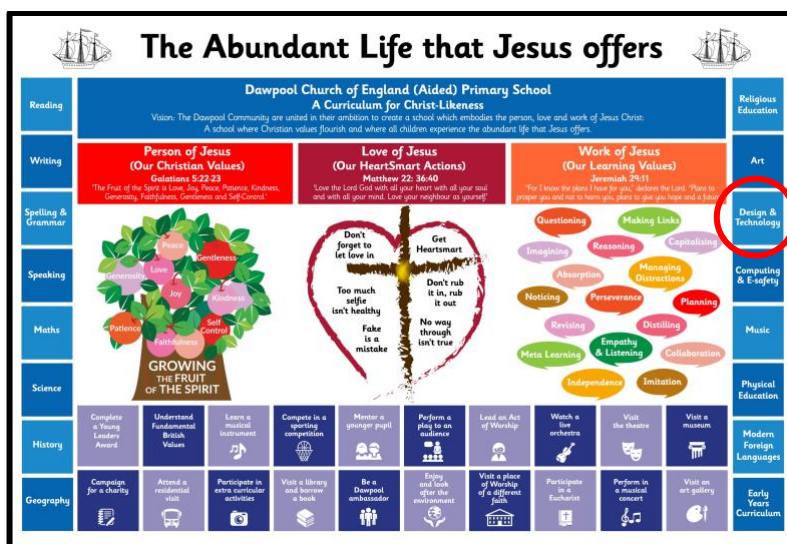


# Dawpool C.E. (Aided) Primary School

DAWPOOL

## A Dawpool Designer

Design &  
Technology



### 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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@DawpoolCofE



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## **How does Design & Technology contribute to the 'Abundant Life'?**

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.



## A Foundation Stage Designer

A Foundation Stage Designer	
Class	Development Matters Statements Expressive Arts and Design – Creating with Materials
Foundation 1	<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>
Foundation 2	<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>
Early Learning Goals	<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>

Term & Topic		Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<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></ul>
Spring Term	Superheroes	
Summer Term	Disney Around the World	

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		<ul style="list-style-type: none"><li>• Design and plan models using a range of resources such as wooden blocks, duplo, lego, train tracks, popoids, octons, waffle blocks.</li><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>
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### **A Year 1 Designer at Dawpool**

<b><u>Delightful Decorations</u></b>
<ul style="list-style-type: none"><li>• I know what a decoration is and when they can be used.</li><li>• I know how to evaluate my design.</li><li>• I know how to sew two pieces of material together.</li><li>• I know what materials, tools and skills I need to make my decoration.</li><li>• I know how to plan.</li></ul>
<b><u>Seaside Snacks</u></b>
<ul style="list-style-type: none"><li>• I know how to select a variety of ingredients.</li><li>• I know the names of different foods.</li><li>• I know how to make an edible boat using tools safely.</li></ul>
<b><u>Toys</u></b>
<ul style="list-style-type: none"><li>• I know how to use scissors safely.</li><li>• I know how to use split pins in order for my parts to move.</li></ul>

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- I know how to follow instructions.
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- 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.

### Year 1 Design Vocabulary

idea	product	model	plan
investigate	evaluate	make	user
purpose	fruit & vegetable names	names of utensils	slice
peel	cut	squeeze	healthy diet
choose	ingredients	join	tool
material	fabric	paper	card
decorate	paper fastener	paperclip	glue
masking tape	template	mark out	

### A Year 2 Designer at Dawpool

<b>Puppets</b>
<ul style="list-style-type: none"><li>• I will be able to investigate a range of puppets and their features and record the materials and features of the puppets.</li><li>• I will create a finger puppet using a template and then evaluate my work.</li><li>• I will be able to use different sewing skills and practice them.</li></ul>

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- I will be able to design a glove puppet, choosing materials and tools and recording them on a plan.
- I will be able to follow my design on my plan to create my glove puppet.
- I will be able to work safely with a variety of tools.
- I will be able to evaluate my puppet and demonstrate my puppet to others.

### **Perfect Pizzas**

- I will be able to complete a healthy eating plate by sorting favourite pizza ingredients.
- I can sort food into different food groups.
- I will be able to describe a variety of breads and their features and decide which would be fit for purpose for a pizza.
- I will be able to name and sort a variety of ingredients and state my preferences.
- I will be able to design a healthy pizza and identify ingredients I wish to use on my plan.
- I will be able to make my pizza and following my design and work safely and hygienically.
- I will be able to evaluate my pizza once it is made.

### **Flying Kites**

- I will be able to talk about the history of kites and what they look like and then make a design for a my own kite using the pictures of kites for inspiration.
- I will be able to explore different materials and test them for suitability to make a kite.
- I will be able to make a carp kite following instructions, after learning about why they are flown in Japan.
- I will be able to design my own diamond kit, labelling the design and materials I will need.
- I will be able to make my own diamond kite, following my plan and solving problems I come across.
- I will be able to evaluate my kite and answer questions to explain my successes and failures during the making process.

- 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.

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## Year 2 Design Vocabulary

design	construct	evaluate	function
criteria	purpose	planning	model
structure	template	assemble	product
investigate	equipment	ingredient	material
textile	sew	cut	join
fold			

## A Year 3 Designer at Dawpool

<b><u>Sandwich Snacks</u></b>
<ul style="list-style-type: none"><li>• I know that food can be divided into different groups and that sandwiches can form part of a healthy diet.</li><li>• I know the difference between flavours and textures.</li><li>• I know how to plan and design a sandwich for a particular purpose.</li><li>• I know how to create a healthy sandwich.</li></ul> I know how to evaluate a finished product.
<b><u>Moving Monsters</u></b>
<ul style="list-style-type: none"><li>• I know how air is used to make objects such as whistles work and how it is used in the design of a product.</li><li>• I know how pneumatics systems can be used in terms of moving parts on monsters.</li><li>• I know how to design a moving monster and the features that are needed.</li><li>• I know how to follow a plan to make a moving monster.</li></ul> I know how to reflect on the design process and evaluate work.

- 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.

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### Year 3 Design Vocabulary

Tools	Evaluate	Design	Materials
Method	Measure	Attractive	Textile
Healthy diet	Flavour	Texture	Taste
Mechanism	Pneumatics		

### A Year 4 Designer at Dawpool

<u>Seasonal Food</u>
<ul style="list-style-type: none"><li>• I know what seasonal food means.</li><li>• I know and understand the term “hygiene.”</li><li>• I know now how to prepare food safely.</li><li>• I know the difference between fruit and vegetables.</li><li>• I know which foods are good for us.</li></ul>
<u>Light up signs</u>
<ul style="list-style-type: none"><li>• I understand what an electric circuit is.</li><li>• I know how to draw an electric circuit.</li><li>• I can explain how and why we use light up signs.</li><li>• I know how to design code to control light up signs.</li></ul>
<u>Greenhouses</u>
<ul style="list-style-type: none"><li>• I know what a greenhouse is.</li><li>• I know why people use greenhouses.</li><li>• I know the different ways to build a strong structure.</li><li>• I know what a flower or plant needs to grow.</li><li>• I know the importance of planning when designing a greenhouse.</li></ul>

- 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.

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### Year 4 Design Vocabulary

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

### A Year 5 Designer at Dawpool

<b><u>Biscuits</u></b>
<ul style="list-style-type: none"><li>• I know how to collect relevant data.</li><li>• I know how to research products to help me with my design.</li><li>• I know how to plan and design a biscuit for a specific purpose.</li><li>• I know how to be safe and hygienic in the kitchen.</li></ul>
<b><u>Fashion and Textiles: Making a Drawstring Bag</u></b>
<ul style="list-style-type: none"><li>• I know how to design my work for a specific audience.</li><li>• I know how to use basic stitches to join pieces of material.</li><li>• I know how to keep myself and others safe whilst sewing.</li><li>• I know how to evaluate appearance and function against original criteria.</li></ul>

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

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### Year 5 Design Vocabulary

<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

<b><u>Viking Shields</u></b>
<ul style="list-style-type: none"><li>• I know how to investigate and analyse viking shield designs.</li><li>• I know how to design a viking shield.</li><li>• I know how to make a viking shield using templates, different methods of attaching and decorative designs.</li><li>• I know how to evaluate my finished shield.</li></ul>
<b><u>Christmas Stockings (sewing)</u></b>
<ul style="list-style-type: none"><li>• I know how to investigate and analyse different stockings.</li><li>• I know different ways to join fabric (Eg. running stitch, blanket stitch, back stitch).</li><li>• I know how to decorate in different ways: fabric, sequins, buttons, ribbon, bows.</li><li>• I know how to design a stocking.</li><li>• I know how to make a stocking.</li><li>• I know how to evaluate a stocking.</li></ul>
<b><u>Kites (China Topic Link)</u></b>
<ul style="list-style-type: none"><li>• I know how to design a kite based on a design criteria.</li><li>• I know how to build and test a prototype.</li><li>• I know how to make a kite.</li><li>• I know how to evaluate a kite.</li></ul>

- 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.

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- 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.

### Year 6 Design Vocabulary

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

### Archived (2021-22): 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

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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.*