



LYTHAM CHURCH of ENGLAND PRIMARY SCHOOL

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Design Technology

“Design Technology should be the subject where Mathematical brainboxes
and Science whizzkids turn their bright ideas into useful products”

James Dyson

What we teach - Intent

The Design and Technology curriculum at Lytham Church of England Primary School follows the requirements of the National Curriculum and the Statutory Framework for the Early Years Foundation Stage. It provides our pupils with the opportunity to tackle problems of a practical nature and develop a range of tool skills. Skills are developed using materials, tools and mechanics, which are used to design and make structures, mechanisms, textiles and food products. Children work collaboratively – discussing their design ideas; working cooperatively to make their products; evaluating their own work and the products of others. We also encourage pupils to look to the wider world of product design, exploring the work of engineers, architects and other product designers through shared texts.

Curriculum progression is clearly set out in our Progression of Skills planning document, which follows the National Curriculum objectives. It has been carefully structured to allow frequent opportunities for children to practice and embed key skills and knowledge. From Foundation Stage onwards we plan opportunities for our children to explore materials, practice their construction and design skills and express themselves creatively.

We ensure that we meet the needs of all pupils, allowing them the opportunity to access the full and broad curriculum through carefully planned support and adaptation as required.

How we teach it - Implementation

From Foundation Stage through to Year 6, pupils are given opportunities to explore the use of materials and tools; to design and make prototypes; to discuss how things work; and to apply their knowledge to how they could be improved. They are presented with design problems to solve, working as part of a team. Design and Technology is taught through areas of learning in accordance with EYFS documents and the National Curriculum for KS1 and KS2.

The areas of design and making covered by each key stage are:



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- Food Technology – emphasis is on healthy eating and a progression of skills using a variety of cooking techniques, including boiling, stir-frying, baking and grilling, and the safe use of kitchen equipment and appliances.
- Structures – emphasis is on using wooden Jinx frame constructions as a basis for products.
- Mechanisms – this element is incorporated into the products made during the structures topic and includes: levers/sliders, chassis/axles/wheels, pneumatics, electrical circuits, cams, gears and pulleys.
- Textiles – emphasis is on sewing skills, progressively taught across each key stage and including fastenings and other design elements to make a product appealing.

A strong focus for teaching is the use of correct technical vocabulary. Teachers carefully plan the language they use during their sessions and model, through discussion, specific technical vocabulary to help embed this language in the children's long term memory. This is also reinforced through the use of the teaching resources in the KAPOW scheme of work.

The teaching of the use of tools, cooking equipment and sewing equipment is progressive, building year on year, to ensure that by the end of Key Stage 2, pupils have a full range of skills and know how to use equipment safely.

In line with the National Curriculum for 2014, there is now an increased focus on developing our pupils' cookery skills, both within curriculum time and when possible, as an extra-curricular activity. As part of their work with food, our pupils will be taught how to cook and apply the principles of nutrition and healthy eating. We wish to instil a love of cooking in our pupils allowing them to be creative. We believe that learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Impact

Design and Technology is monitored through a variety of strategies, including: planning and evaluation scrutiny, lesson observation and product scrutiny. Summative assessments take place throughout the year and teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.. Information is also gathered through pupil voice, which highlight both strengths and achievements and the knowledge and skills that require further work in order to be embedded.

Amanda Wooldridge
Design and Technology Subject Leader