

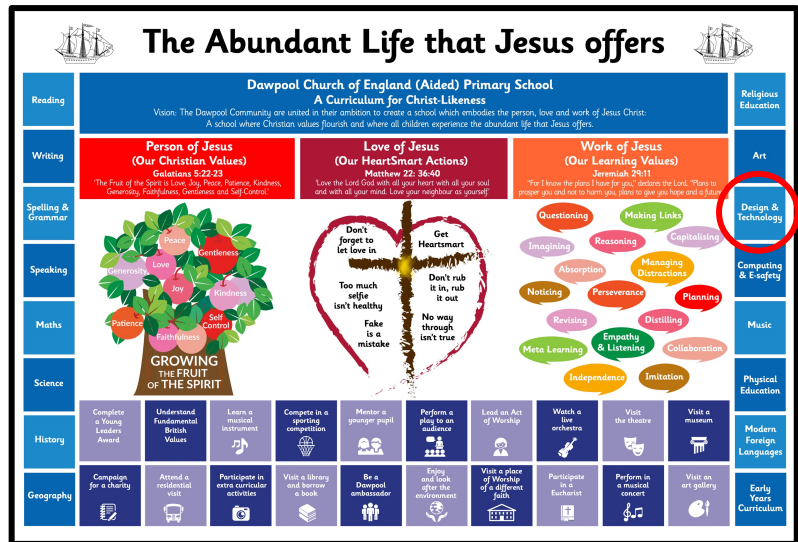


DAWPOOL

Design & Technology

# Dawpool C.E. (Aided) Primary School

## A Dawpool Designer



### 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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## **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:

- *Originality and the ability to convey ideas and produce prototypes.*
- *Good use of time and the ability to work constructively and productively with others.*
- *An understanding of research and the ability to ask questions to develop a good knowledge of users' needs.*
- *A good knowledge of which tools, equipment and materials to use to make their products and how to use them responsibly and safely.*
- *The ability to design and make products for a purpose.*
- *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.



## **Early Years Expressive Arts & Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## **Early Learning Goal (ELG): Expressive Arts & Design**

### **ELG Creating with Materials**

Children at the expected level of development in the Early Years will:

- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role-playing characters in narratives and stories.

## **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.



## **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.

## **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.

## **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.

## **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.

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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)



- 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.

### **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.