



## DESIGN TECHNOLOGY

### How this subject is taught

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. Design Technology assists children in developing a greater awareness and understanding of how everyday products are designed and made. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness. Through such opportunities, children are encouraged to become innovators.

We aim to develop pupils' knowledge and understanding of various materials and the planning process necessary to produce their final product. Design Technology is taught across the school through topic-based activities. This helps to further embed and develop skills.

At Lammack, we focus on 5 areas of study:

- Design
- Make
- Evaluate
- Technical knowledge
- Food and nutrition.

Design Technology is taught across the school in conjunction with the year group topic and the National Curriculum. We use the Cornerstones planning resources to ensure a creative curriculum and to focus on the skills for the five different areas of study.

A portfolio is continually being updated - this shows progression of skills and the various topics being taught - and a wide range of resources are available.

### Foundation Stage

In the Foundation stage, Design Technology is taught through Physical Development and Expressive Arts and Design. Children are taught to explore using a variety of media and materials, whilst being encouraged to use their imagination. Foundation stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to:

- Handle equipment and tools effectively
- Safely use and explore a variety of materials, tools and techniques
- Experiment with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They are encouraged to represent their own ideas, thoughts and feelings.

## **Key Stage 1**

Children learn to:

- design purposeful, functional, appealing products for themselves and others based on a design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms in their products
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

## **Key Stage 2**

Children learn to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms their products
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

## **How this subject is assessed**

Teachers continually assess children's progress and needs, adjusting their planning and teaching accordingly. Children are engaged in assessing their own work so that they understand their next steps in learning.

Due to the practical nature of Design and Technology, evidence of work undertaken by children may be in the form of teachers' notes or as a photographic record. Samples of the design process and end product also provide valuable evidence. The Design and Technology subject coordinator also reviews evidence of the children's work. Progress is reported to parents at parents' evenings and also through on-going dialogue between home and school.

## **Priorities for future development**

- To raise attainment in cross-curricular writing in DT
- To continue to build and develop a portfolio to show progression in DT throughout the school
- To purchase new resources for healthy eating and cooking
- To monitor the impact of software which has been purchased to aid children higher up the school to incorporate ICT into their DT lessons.