

**ECCLESTON CE PRIMARY SCHOOL**

***Let Your Light Shine***

**Design and Technology Curriculum Statement**

**At Eccleston CE Primary School, we are united in our vision to prepare our children for life in the modern world. We will do this by instilling a lifelong love of learning and embedding Christian values that reflect the example Jesus has set. We strive for excellence in all we do, enabling all members of our school to flourish.**

**“Let your light shine”-Matthew 5.16**

**DESIGN AND TECHNOLOGY AT ECCLESTON CE PRIMARY SCHOOL**

**Intent**

At Eccleston CE Primary School, children are encouraged to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. Children are given opportunities to reflect upon their work and to become innovators and risk takers.

**Implementation**

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, our children are taught to:

Design:
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make:
• select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
• select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate:
• investigate and analyse a range of existing products.
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
• understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
• understand and use mechanical systems in their products.
• understand and use electrical systems in their products.
• Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling)

**Impact**

We ensure the children:
• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
• understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

**Design and Technology in the Early Years**

Design and Technology sits very prominently within the areas of our Reception curriculum. Children learn to develop and make sense of their physical world through opportunities to explore, observe and find out about technology. They will do this using a range of materials such as junk modelling, clay, lego and other materials. They will be encouraged to begin to evaluate their own work and that of others, looking for ways to improve.