

At Little Leigh Primary School, we follow the 'Projects on a Page' scheme which ensures all of the key skills and areas are being taught in line with the national curriculum. This is split into five areas which are covered at least twice during the children's time in our school. These are: Mechanisms, Structures, Textiles, Electrical Systems & Food

Evaluate past and present design and technology and the ways that these have influenced modern society. This will allow our children to have a more critical approach to their own designs and creations.

D&T requires children to draw on skills within Mathematics, Art, Science and Computing.



Children will be encouraged to take risks when designing and making their products. Lessons will be hands on and engaging, with the children having access to lots of resources and materials.

"inspiring, rigorous and practical"

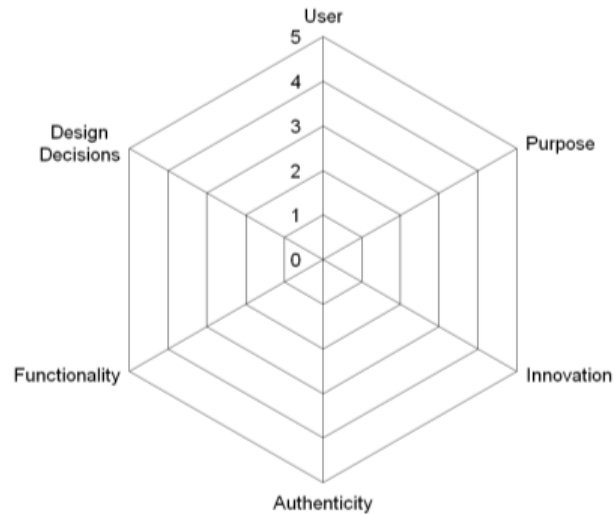
We want the children at Little Leigh Primary School to develop their imagination, their critical thinking and their understanding of the world around them through their love of D&T.

We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind.

Children are given regular opportunities to develop their understanding of the technological world.

Design and Technology Little Leigh Primary

Design and Technology Projects:



Aims:

- 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
- 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.

Circular Design Process:



Ofsted:

How can you ensure the most effective teaching in D&T?

Good teaching in D&T featured teachers who:

- ♣ used existing products to inspire pupils and to support their investigations, testing and analysis*
- ♣ used focused tasks and demonstrations effectively to show pupils different methods of manufacture*
- ♣ used their own work to model ideas, and to explain the methods they used to identify the problem or to tackle a task*
- ♣ used resources effectively and adapted them well to overcome barriers to participation in practical work for pupils who are disabled or have special educational needs*
- ♣ used questioning to encourage classes to contribute to the development of success criteria for design briefs, to prompt pupils to think through the problems they might encounter and to share strategies to solve them*
- ♣ modelled and used technical language and subject-specific terms accurately*
- ♣ structured learning effectively to encourage the pooling of ideas and findings to support pupils critically evaluating and extending or improving the ideas*
- ♣ ensured D&T was relevant by linking activity to pupils' interests, establishing real contexts for their work, and building upon their knowledge and skills in other subjects*
- ♣ managed discussions effectively to include all pupils' views and challenged pupils' thinking, particularly about the function of products and the needs of users*
- ♣ ensured that learning intentions were clear in plans, made good use of available time, offered suitable challenge to all groups of pupils – including the more able – and developed their learning.*

How can you ensure the most effective teaching in D&T?

Below are some features of good and better teaching over time in D&T:

- ♣ teachers throughout the school share a consistent and secure understanding of D&T*
- ♣ planning has a well-defined and consistent focus on finding out how products work, how well they fit their purpose and how well they meet the needs of users*
- ♣ lessons build firmly on pupils' earlier learning and ensure progressive challenge, breadth and depth to their designing and making*
- ♣ good individual questioning and well-managed class discussion enable pupils to confidently develop design criteria in response to design briefs*
- ♣ focused tasks, demonstrations using film or photographs, and teachers showing examples of their own work all support pupils' understanding of the mechanisms and construction required to design and make products safely and accurately*
- ♣ a range of resources, including ICT and computer-aided design and making (CAD CAM), is adapted to support and successfully help pupils to overcome barriers to learning.*