St Helen's Church of England Primary School

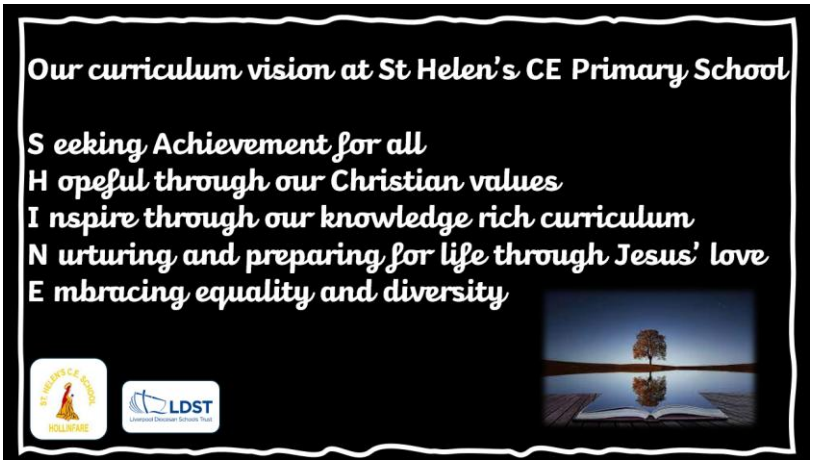
Design and Technology Policy

In His footsteps, we love, learn and shine together.

Shine Curriculum Intent

At St Helens CE Primary School, we envision a future where all children shine brightly, achieving their full potential and making positive contributions to society through our high-quality, progressive curriculum and nurturing Christian values. Through our knowledge-rich approach and commitment to equality and diversity, we inspire confident, inquisitive learners who are prepared for life's challenges with love and support.

Shine Curriculum Values



Seeking achievement for all.
At St Helens CE Primary, we aspire for all children to succeed, achieve and flourish, embracing a high-quality, progressive curriculum. Our students will make positive contributions to the school, society and the world, fostering curiosity and a thirst for knowledge.

Hopeful, through our Christian Values.
At St Helens CE Primary, we empower children with Christian values and biblical teachings to support their families, friends, and community, inspiring them to make a positive impact in the world they live in.

Inspire, through our knowledge-rich curriculum.
At St Helens CE Primary, we are dedicated to provide a knowledge-rich curriculum that empowers all children to become confident, inquisitive, and independent learners. Our sequenced and planned approach ensures that every child leaves our school with a vast knowledge across all subjects, setting them up for success in their academic and personal journeys.

Nurturing and preparing for life, through Jesus' love.
At St Helens CE Primary, we strive to empower every child to reach their full potential by nurturing them with our Christian values. Through our SHINE enrichment programme, we provide opportunities for personal development, equipping our students with cultural capital and essential life skills. Our vision is to create a community where every child can shine brightly and make a positive impact on the world around them.

Embracing equality and diversity.
At St Helens CE Primary, we believe in the inherent potential of every child to achieve and succeed. We foster a culture where each student is valued as a unique individual, treated with dignity, respect and kindness. Our vision is to create a nurturing and inclusive environment that empowers students to flourish academically, socially, and emotionally, preparing them to positively impact their community and the world.

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Curriculum Implementation

Teaching Expectations
Design Technology at Foundation Stage is covered in the **'Expressive arts and design'** area of the EYFS Curriculum and is taught at St Helen's CE Primary using the 'Development Matters' guidance.
A new Design Technology unit is taught each term in Key stage One and Key Stage two. Design Technology knowledge is included in retrieval tasks and sticky knowledge assessment practise on a weekly basis.

Structure of lessons:
Retrieval:
- All children will participate in a short task focused on retrieving previously learned knowledge.
- The varied tasks aim to reinforce key knowledge and help students make progress across the curriculum.
- The knowledge being retrieved may come from past lessons, units of work or even previous school years.
- The intention is for students to permanently retain this knowledge and apply it in their learning.

Introduce new Vocabulary:
- All children will be introduced to key vocabulary at the start of each lesson.
- Teachers will provide definitions, examples and actions to help students remember the key vocabulary effectively.
- Students will be challenged to learn and correctly apply the meaning of these words throughout the lesson and in future lessons.

Teach:
- The teacher will share the core knowledge for the lesson with the children using a range of teaching strategies and quality resources.

Tasks- Collaborative

- Children are encouraged to work with a partner for collaborative learning.
- Tasks assigned are short and aim to facilitate discussion and cooperation.
- Students are expected to apply their understanding of new information taught.
- Collaborative learning helps students to deepen their understanding and build on each other's ideas.

Tasks- Independent/Group

- The children will work independently on a task or as part of a small group.
- These tasks will vary lesson by lesson and will require the children to apply what they have learned or apply their newly acquired skills.

Summarise-
- The teacher will summarise the learning that has taken place in the lesson explaining how it builds on previous learning and where their learning will take them next.

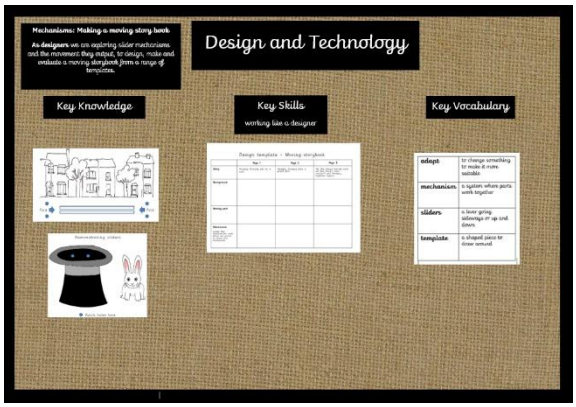
Reading in our curriculum
- Reading is a priority in all lessons for children. It is seen as the key to all learning and is essential for overall academic success.
- Children will read a variety of texts including fiction, information, poetry, online glossaries, information from websites and blogs.
- Quality texts based around the subject and unit will be planned for and indicated on long term plans. These texts may be used as a hook into the learning, referred to in the lesson or in the learning environment for inspiration and for children to access independently.

Use of resources

- The subject lead and class teachers must ensure they have the required resources for teaching including the texts that will be used to enhance the learning.
- The subject lead will carry out an audit of the resources in school for their subject.
- Teachers should discuss with the subject lead if any additional resources are needed.

Working walls

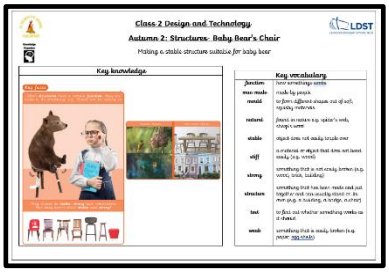
- Working walls will have the subject title and a description of the unit being taught starting with the phrase 'As designers we are learning to…'.
- Working walls should be used as a tool to support and retrieve learning and include key vocabulary and definitions, key (substantive) knowledge and how this is applied through key skills (disciplinary knowledge). Relevant designers will be displayed.



Presentation in books

- Each new unit of work will have a unit cover followed by the unit knowledge organiser





- Each lesson will have a lesson label which will include:
  -Date
  -Unit title
  -Learning objective
  -Key vocabulary for the lesson
- Units will finish with a 'final piece'
- Teachers are expected to have high expectations of presentation.

Tuesday 25th June 2026
Mechanisms: Making a moving sketchbook
LO: I can design a moving sketchbook

Key vocabulary: slider mechanism design template

Assessment

- Assessment should be used continuously to inform teaching strategies.
- Teachers should assess students on their knowledge after every lesson and plan for the next steps in teaching accordingly
- Lesson retrieval tasks, final pieces and sticky knowledge jar retrieval exercises will be used to assess children's learning and are effective in addressing gaps in students' knowledge.
- Feedback and marking should be used in accordance with the school's policy to indicate student progress and next steps.

Impact

By the end of EYFS our pupils will be able to:

- Safely use and explore a variety 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.

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By the end of KS1, our pupils will be able to:

Design

- 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

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, for example, levers, sliders, wheels and axles, in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

By the end of KS2, our pupils will be able 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 and exploded 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], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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 [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.