Lickey Hills The Hive Out Of School Club

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Lickey Hills Primary School and Nursery – School Newsletter

Friday, 17th February, 2023

Curriculum Corner - Design and Technology – Autumn Term

Design and Technology at Lickey Hills:

At Lickey Hills Primary School and Nursery, we believe that Design and Technology enables our pupils to become creative and innovative designers, using all of their STEM (Science, Technology, Engineering and Maths) skills to plan, make and evaluate real-life projects. These projects cover all areas of the National Curriculum for Design and Technology and are structured in a way to explore and develop our pupils' DT skills year on year. Each project aims to engage, inspire and challenge our pupils by giving them the opportunity to work both independently and as teams, taking on roles and making decisions that exist in our modern world. Each project is purposeful and is planned with a target consumer in mind. Pupils will complete projects that encompass: Mechanisms, Structures, Textiles, Cooking and Nutrition and Electrical Systems.



EYFS- Marvellous Me

The Early Years curriculum focuses on developing the pupils' interests and curiosities about the world in which they live. They have daily access to specific Design and Technology areas, with resources that encourage them to plan, build and refine structures made from a variety of different materials. The pupils really enjoy being creative and innovative and during the Autumn term, they became vehicle designers, planning, making and evaluating their own mode of transport. Yes, I do believe the next Elon Musk is in one of our current EYFS classes!

Year 1- Levers and Sliders – A Christmas Card

Forget 'Moon Pig' for your cards, Yr. 1 is the place to go. With a project of designing and making a Christmas Card with a moving piece, pupils in Yr. 1 explored the concept of levers and sliders for a purpose. They practised making cards with a moving part from a pivot point and a straight line slider. From this, pupils designed and refined their design for a final card product.



Year 2 – Cooking and Nutrition – Preparing Vegetables

'Move over, Jamie Oliver, Yr. 2 are ready to win Master Chef!'

Yr. 2 were set the challenge of planning and making a vegetable-based meal, using seasonal vegetables as part of a healthy diet. They peeled, cut, grated and cooked vegetables, exploring combined vegetable tastes to prepare vegetable soups and a vegetable casserole.



Year 3 – Structures – Shell Structures

Pupils were tasked with the project of planning, making and evaluating a Christmas Box, using a shell structure to give strength and shape. Pupils created a net of a cube before adapting their measurements to fit a gift. This activity linked in the pupils' Maths learning as well as creativity as the pupils had to ensure their Christmas Box was aesthetically pleasing!



Year 4 – Electrical Systems – Electrical Design

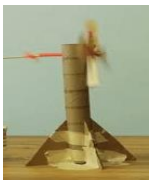
Yr. 4 were given the project of creating a Christmas light that incorporated an electrical circuit. They used their previous Science learning of electric circuits to design a circuit before moving onto planning and making their Christmas light, ensuring that it was aesthetically pleasing for the consumer.



Year 5- Cooking and Nutrition – Celebrating Food Culture

Food Culture can be described as the habits, rituals, lifestyles, traditions and customs surrounding food. Every culture around the world has their own diet, whether it be distinct to an area or a combination of food types taken from other cultures. Yr. 5 were set the challenge of exploring food traditions associated with Christmas – specifically how gingerbread is associated with the festivity. Pupils explored how and why ginger is used in food and the impact it can have on a food when the amount used is altered from a recipe. Their final task was to design and refine a ginger-based product to celebrate Christmas. I do believe that McVities biscuits have a future major competitor!






Year 6 – Electrical Systems – Electrical Circuits

Yr. 6 had the difficult challenge of creating a prototype for a wind turbine – a prototype that incorporated an electrical circuit to move the wind turbine. With renewable energy being such a 'hot' topic worldwide, this was a real life project that pupils could be involved with in their future careers. The project involved all of their STEM knowledge and understanding as well as resilience to plan, make, review and refine their design to a purposeful and efficient design. There was a lot of exploration, team work skills and communication skills needed to achieve a successful outcome for their project.