



WESTFIELD PRIMARY SCHOOL

2025-2026

DT Subject Report

Subject	DT	Date	July 2026
Report prepared by	Katherine Pear		
Overview of the year: Sept 2025 - July 2026			
• Open evening showcased a lot of DT themed activities, such as construction and creative. • Year 3 trip to Pizza Express with cooking and nutrition DT links. • Year 6 enterprise challenge week. • Lots of opportunities for DT provision in Reception, such as making boats/rockets, baking bread, creating costumes. • Medium term plans continue to be implemented and reviewed across each Key Stage to ensure that all children are developing their DT skills during their time at WPS. • Year 4 Delight programme- The Rainforest • Year 4 using Showbie when teaching DT and for children to showcase their work. • Year 3 Walter Welly Boot literacy focus linking closely with DT. • Positive feedback from the children about what they have been doing in DT and what they have enjoyed/what they would like to do more of. • Seesaw continues to be used to showcase what the children have made across Key Stage 1 and 2.			
Curriculum: Intent, Implementation, Impact			
<u>Intent</u> • To encourage pupils to become creative problem solvers, both as individuals and as part of a team. • To develop their ability to design purposefully using their creative skills; to understand how to use a range of tools and materials effectively; to make use of their problem-solving skills by evaluating their work, finding new ways to do things and developing technical knowledge linked to their experiences. • To give all children a broad range of opportunities to develop their critical thinking and creativity without limits from their starting point in EYFS through to Year 6. • To enable children to see links between the DT tasks they undertake in school and their relevance in the wider world. • To ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs.			
<u>Implementation</u> In all year groups, DT lessons will be planned using direct links to the creative curriculum topic within each year group. We use a variety of teaching and learning styles in Design and Technology lessons but teachers lead discussions and model skills to pupils, alongside discussions about health and safety. Teachers then ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. Within lessons, the children have the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a broad range of materials and resources, including Computing. As DT can be successfully embedded within a wide variety of subjects, the children have countless opportunities to apply the skills that they have learnt. These cross-curricular opportunities allow for more engaging, creative lessons and opportunities for children to practically apply their learning.			
How this looks in context at Westfield:			

In Year R, the children have learnt about rockets during their Space topic and had the opportunity to design and make their own rockets using different materials. They took their rockets into the outside area and had a go at testing whether they would fly. They also made boats when we were learning about the Gingerbread Man in our Fairy tales' topic. They looked at which materials to use when making their boats, deciding if they would float and be waterproof. They also have plenty of opportunities for learning about cooking and nutrition. The children learnt how to cut cucumbers and tomatoes to make their hungry caterpillar, made some honey sandwiches and made Easter nests

In Year 1, the children enjoyed making hand puppets during Autumn Term. They practised threading so that they could learn the stitches that they need. They stitched their puppets together and used their designs to decorate them.

In Year 4, the children have been using their iPads and access to Showbie to support them when conducting research at the start of their DT topics. They have also used their iPads to take photos of what they have made for their final products.

In Year 6, the children looked at different playgrounds, including those from the past. They took photos of their final products, showing the materials they used and how they joined them.

Impact

Pupil voice this year indicates that the children of WPS understand the purpose of DT and enjoy being creative in a way that makes sense to them - namely through links with our creative curriculum.

'I like DT. I can make anything that I can think of' Year 1 child.

'DT is very fun. It's creative. It's calming but also uses our energy.' Year 4 child.

Some children were able to clearly articulate what they have learnt.

'I am making a moving picture. I have a slider and a lever' Year 1 child.

The children are beginning to make links between what they are learning in DT and how this will have an impact on them in their future careers.

'I want to be a teacher so I need to teach DT'. Year 4 child

'I want to be a designer. I want to draw plans' Year 4 child.

It was identified that the children would like more time to design, learn the skills and make their final products as they felt that they were rushed. Some children also mentioned that they would like to revisit topics that they have done before so that they can make improvements with the knowledge that they have now.

Pupil sketchbooks are used to log design and making ideas in DT. Alongside this, there are also photos of final products for children to annotate and evaluate. The children can also evaluate their final products via Seesaw, which also allows for teacher and pupil feedback. This would not only show their ability to reflect on their own and others' designs, but also serve as a working document for pupils evidencing their DT skills development as they move throughout the school. As mentioned, Year 4 have been using Showbie for some of their teaching and evidencing which has worked well for the children.

Our skills progression and overview rationale documents provide a summary to enable the subject leader

to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact. Next steps: • Continue to monitor planning and teaching of DT across the school to ensure lessons taught are consistent, useful and engaging. • Make some changes to the Year 5 DT topic during Spring Term. • Carry out QA termly and a Pupil Voice to check teaching and learning in DT. • Encourage teachers to record some of the making process, as well as the final product. • Find ways to use Showbie to successfully support the teaching of DT.	
5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
1) DT vocabulary is important in the understanding of taught concepts and skills. 2) Children should have plenty of time to explore DT techniques and produce their designs before making their final product. This should be evidenced through Seesaw and/or Showbie. 3) Alternative ways of recording, e.g. taking photographs or voice recordings, are great for showing progress in DT, especially for our younger children and particular cohorts. 4) Children have a greater understanding that DT provides valuable life skills, especially when they are looking at a future career within the field. 5) Children feel excited and motivated in DT lessons. They even ask for more time to participate in DT related activities.	1. How can we ensure consistency and skills development between year groups? 2. How can we ensure assessment is consistent across year groups and progress is shown in sketchbooks and on Seesaw for DT? 3. How can we raise the profile of DT as a subject that develops skills for life, both academically and motivationally?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
Teachers follow the skills progression and rationale documents when planning DT lessons. These have been carefully planned and written by the subject lead to ensure that there is progression starting from EYFS, to Year 6. Learning journeys are shared at the beginning of each new topic. This shows the children	Classroom resources

previous linked learning, their series of lessons for their current learning and how these lessons will link to their future learning. Children learn new vocabulary and skills specifically relating to each new DT unit. All new topic words are actively taught by teachers and all classes have vocabulary sheets that class teachers share with the children at the beginning of the topic. Seesaw gives children the opportunity to discuss their creations in detail and consider skills they have developed and changes they would make in the future.	
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
• Teamwork promotes social skills • Creative links ensure children develop knowledge of and respect for different cultures • Analysing their work and the work of others enables children to learn the values of similarities and differences and learn to show tolerance • Development of key life skills such as cooking • Consideration of environmental issues and ways in which DT can combat these through reduce, reuse and recycle concept	• Collaborative work in design and technology develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others • Children are encouraged to work in a democratic way, exercising the 'give and take' required for successful teamwork • Builds resilience; persisting with and amending designs until they achieve their vision • Respecting different cultures and history.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
Purchase in school staff training in DT through inset or staff meetings, to inspire, motivate and increase confidence in this area.	1. Adequate resources to ensure DT is delivered well 2. Workshops for KS1 and KS2 3. CPD for staff
Subject Web: Why do we teach what we teach? Every child is entitled to a broad and balanced curriculum, which is catered for in our Design and Technology teaching. We aim to provide the highest quality of education for all our children, in an	

environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our Design and Technology curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding, through producing their own product linking to their creative curriculum topic, and promoting the moral and mental well-being and development of our pupils through evaluating their own and others' work. DT prepares pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in this area of learning.

6 key skills:

1. Innovative skills
2. Creativity
3. Planning and problem-solving skills
4. Resilience
5. Communication and teamwork
6. Critical thinking and analysis

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale for DT that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using Seesaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

Topics taught across each year group:

	Autumn	Spring	Summer
R	All About Me Look Up!	Fairy Tales Farms and Transport	Going Wild! Let's Go Under
1	Once Upon a Time Textiles - puppets	Dinosaurs Mechanisms - Moving Pictures	Kings and Queens Cooking and Nutrition - fruit salad
2	Superheroes Textiles - superhero cape	All Around the World Structures - making a floating boat	Cracking Contraptions Mechanisms - design and build a moving vehicle
3	Ancient Egyptians Mechanisms - Pneumatic sarcophagus	The boy who grew dragons. Electrical systems - make a torch with a switch	Tudors Structures - making a freestanding stable, strong house
4	Stone Age Cooking and Nutrition - Make Stone Age bread	What a Wonderful World Structures - Design and make a pavilion	Romans Mechanisms - Design and make a Roman catapult

5	Victorians Textiles - Design and sew a Victorian sampler	Space Electrical systems - Design and make a toy space rocket buzzer game with electrical components	Island Invasion Structures - Design and build a Viking bridge
6	World War Cooking and Nutrition - Design and make a rationed recipe	Greeks Structures - Design and build a playground	Rivers Textiles - Design and sew a pencil case with fastenings

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

1 hour per week for a half term in each term alternated with Art.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Children to become confident in their relevant and innovative thinking
2. Children to have a positive and enthusiastic attitude towards the subject
3. Children to have acquired a range of skills, which they can talk about when presenting their creative work
4. Children have developed DT knowledge and vocabulary
5. Children are curious to learn more
6. Children have pride in their work both individually and as part of a team
7. Children are aware of how DT impacts the world around them

What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?	Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?
Teachers using a stamp/sticker when acknowledging the children's work and a face. Children putting their sketchbooks into RAG rated trays at the end of a lesson. Evidence of children self-correcting their work and re-drafting, if appropriate.	DT is not an SDP priority Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points, research activities. Staff surveys enable areas where there is a lack of confidence to be addressed through CPD Pupil voice ensures the children have a clear understanding of the skills they are learning and the purpose of these Continued Quality Assurance ensures DT is being delivered to a high standard at WPS

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