

A guide to how we teach Design Technology at St Mary's

How we organise and sequence our Design Technology learning:

We teach activities that match the objectives listed in the National Curriculum's Statutory Requirements for Design Technology. As a school we use the Kapow scheme which covers a range of skills and objectives across each year group.

We want the children to become life-long problem-solvers and to become curious about how things work in the world around them. We want the children to use these skills to adapt and improve products as they grow.

At St Mary's we want our pupils to develop designing, making and evaluating skills, both now and in the future. Our Design Technology curriculum comprises of 4 key areas:

- Cooking and nutrition
- Mechanisms
- Structures
- Textiles

Our Design Technology curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

Our detailed long-term overview includes prior knowledge children should know, key vocabulary and key milestones.

Design Technology lessons:

Design technology is taught weekly as a discrete lesson, every other term, with three units of learning being completed each academic year. Sometimes, we block several lessons together in one day to allow a product to be made efficiently. Links are made to other subjects where appropriate.

Each unit of learning starts with an introduction using a knowledge organiser which describes the skills as well as key vocabulary needed to complete the unit. The knowledge organiser is stuck into the floorbook or children's DT book.

Lessons start with a recap of previous learning and a reminder of how this links to our final outcome.

The main body of the lesson follows the suggested content as set out in the planning within the Kapow scheme of learning. Lessons are adapted based on the individual needs of the children in the class.

Lessons finish with a recap to check understanding of the day's learning.

In Reception, Y1 and Y2 work from lessons is recorded in a floorbook. In Y3-Y6 work is recorded in individual DT books or photographs taken and shared on Seesaw.

Assessment:

Topics end with an evaluation of their learning and skills and a quadrant quiz based on the unit of learning's knowledge organiser.

This is an opportunity for pupils to reflect on their skills and learning within a topic.

Teachers record individual children's learning on the DT Foundation Subjects DT Tracker at the end of each unit of learning.

Art / DT Overview 2025-6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YN						
YR	Cooking	Cooking	Cooking	Cooking	Cooking	Cooking
Y1	Drawing: Make your mark (Art exhibition)	Textiles: Puppets	Painting and mixed media: Colour Splash	Mechanis ms- wheels and axles	Sculpture and 3D: Paper Play	Structures - boats
Y2	Drawing: Tell A Story	Structures : Baby Bear's Chair	Sculpture and 3D Clay Houses	Mechanis ms: Making a Moving Monster	Sculpture and 3D Clay Houses	Food: A balanced diet
Y3/4	Craft & Design Ancient Egyptian Scrolls	Textiles: cross stitch & applique	Painting and Mixed Media: Prehistoric Painting	Structures: Constructing a castle	Sculpture - abstract shape & space	Mechanisms : pneumatic toys
Y4/5	Painting and Mixed Media: Portraits	Mechanica l Systems: Pop-up Book	Drawing: I Need Space	Textiles: Stuffed Toys	Craft and Design: Architectu re	Structure: Bridges
Y6	Painting and Mixed Media: Artist tbc	Textiles- sewing Make do and mend project (using an old T-shirt)	Drawing: Make My Voice Heard	K: Playgroun ds	Craft and Design: Photo Opportuni ty	Food – Come Dine With Me