Design & Technology Subject Overview

Intent

At Lawn, our Design and Technology (D&T) curriculum is rooted in the belief that all children are entitled to a broad and balanced curriculum that develops creative, technical, and practical expertise. We aim to inspire children to think critically, solve real and relevant problems, and become resourceful, innovative citizens of the future.

Our curriculum follows the Design and Technology Association's scheme (Projects on a Page), which ensures progression of knowledge, skills, and understanding across all year groups. It is carefully sequenced to allow children to revisit and build upon key concepts through iterative designing, making, and evaluating experiences. Through high-quality, purposeful projects, pupils explore a wide range of contexts, materials, and users—developing confidence in designing and making for a real purpose.

Our intent is that children:

- Understand and apply the principles of user-centred design.
- Learn to select and use tools and materials appropriately and safely.
- Develop an understanding of nutrition and food preparation through practical cooking experiences.
- Acquire technical knowledge in structures, mechanisms, electrical systems, textiles, and digital technologies.
- Critically evaluate their own ideas and products and understand the importance of feedback and improvement.

We strive to foster resilience, collaboration, and independence, preparing children for a rapidly changing world.

Implementation

FS2

Intent: At Lawn, we aim to foster curiosity, creativity, and problem-solving skills in our youngest learners through hands-on, exploratory, and imaginative experiences in Design and Technology (DT). Our approach aligns with the EYFS framework, supporting children in developing fine motor skills, spatial awareness, and an understanding of materials, tools, and construction.

DT is integrated into our play-based curriculum, encouraging children to explore, experiment, and create through a variety of activities, including:

· Exploring various materials and textures (e.g., felt, paper, cardboard, clay, natural materials).
· Manipulating tools safely (e.g., scissors, glue sticks, hole punchers).
· Planning and constructing models using simple shapes.
· Discussing what works and what doesn't in their creations.
· Introducing vocabulary such as: smooth, bumpy, stick, join, strong, soft, shape, colour.

Example Enhancements:

· Junk modelling stations with assorted construction materials.
· Role-play workshops with safe, real tools.
· Simple food preparation activities emphasizing hygiene.
· Exploring mechanisms through pop-up books or toys with moving parts.

Implementation

Planning – Termly Art / DT Plan

Design and Technology is taught in **blocked units (containing 4/5 lessons per unit)**, allowing children to immerse themselves fully in each stage of the design process and continuously develop the key skills needed.

Design and Technology is taught every other half term (**alternating with the Art curriculum**).

Due to Money Week being held in Summer 1 – this unit of DT will be condensed to accommodate both the DT project and the separate Money Week project.

Lawn Art and Design & Technology Academic Timetable

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Extra to fit in:
Reception	Art skills (drawing, sculpture, painting and printing) and Design & Technology skills taught consistently throughout the year through enhancement activities in the provision and modelling.						
Year 1	DT: Mechanisms: Sliders and Levers	Art: Drawing	Art: Painting	DT: Structures (free standing)	DT: Food & Money Week task	Art: Sculpture	Art: Printing
Year 2	Art: Drawing	Art: Sculpture	DT: Mechanisms: Wheels and Axels	DT: Food	DT: Textiles & Money Week task	Art: Painting	Art: Printing
Year 3	Art: Drawing	DT: Shell Structures	DT: Food	Art: Painting	DT: Textiles & Money Week task	Art: Sculpture	Art: Printing
Year 4	Art: Drawing	DT: Electrical Circuits	Art: Sculpture	DT: Mechanisms: Levers and linkage	DT: Food & Money Week task	Art: Painting	Art: Printing
Year 5	Art: Drawing	DT: Mechanisms: Pulleys and Gears	Art: Painting	DT: Food	DT: Textiles & Money Week task	Art: Sculpture	Art: Printing
Year 6	DT: Food	Art: Drawing	Art: Sculpture	DT: Frame Structures	DT: Electrical Switch & Money Week task	Art: Painting	Art: Printing

Implementation

Scheme

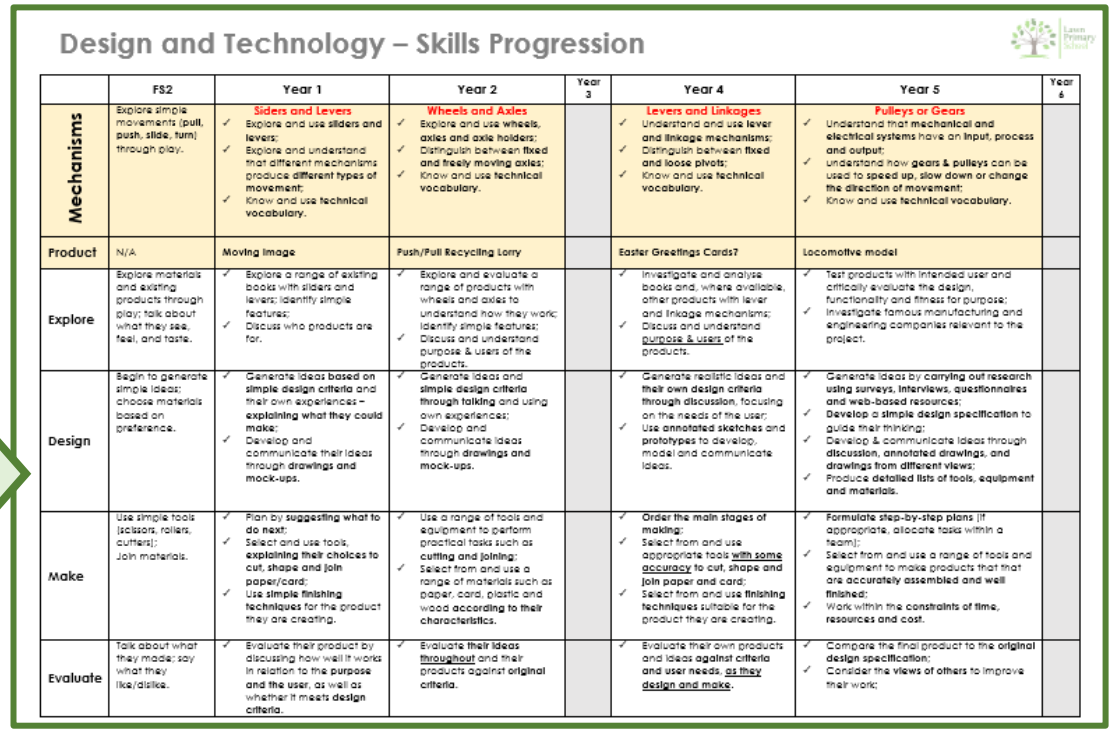
Design & Technology Association: Products On-a-Page

Planning – DT Skills Progression Document

Within DT we have **2 key documents** to access in supporting effective planning – **the DT Skills Progression Document** and the **Unit Overview Documents.**

The DT Skills Progression Document will clearly show which skills need to be taught in each unit. All year groups (including EYFS) will be able to see the practical unit based skills at the top row of the table, and then their Explore/Design/Make/Evaluate skills in the rows below. Any year groups that do not cover the unit are blocked out in grey.

Progression documentation can be accessed via Teams in the following folders: 'Curriculum – Lawn Progression Documents' and on the 'Subjects' section of the school website.



Design and Technology – Skills Progression

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mechanisms	Explore simple movements (pull, push, slide, turn) through play.	**Sliders and Levers** ✓ Explore and use sliders and levers; ✓ Explore and understand that different mechanisms produce different types of movement; ✓ Know and use technical vocabulary.	**Wheels and Axles** ✓ Explore and use wheels, axles and axle holders; ✓ Distinguish between fixed and freely moving axles; ✓ Know and use technical vocabulary.		**Levers and Linkages** ✓ Understand and use lever and linkage mechanisms; ✓ Distinguish between fixed and loose pivots; ✓ Know and use technical vocabulary.	**Pulleys or Gears** ✓ Understand that mechanical and electrical systems have an input, process and output; ✓ Understand how gears & pulleys can be used to speed up, slow down or change the direction of movement; ✓ Know and use technical vocabulary.	
Product	N/A	**Moving Image**	**Push/Pull Recycling Lorry**		**Easter Greetings Cards?**	**Locomotive model**	
Explore	Explore materials and existing products through play; talk about what they see, feel, and taste.	✓ Explore a range of existing books with sliders and levers; identify simple features; ✓ Discuss who products are for.	✓ Explore and evaluate a range of products with wheels and axles to understand how they work; identify simple features; ✓ Discuss and understand purpose & users of the products.		✓ Investigate and analyse books and, where available, other products with lever and linkage mechanisms; ✓ Discuss and understand purpose & users of the products.	✓ Test products with intended user and critically evaluate the design, functionality and fitness for purpose; ✓ Investigate famous manufacturing and engineering companies relevant to the project.	
Design	Begin to generate simple ideas; choose materials based on preference.	✓ Generate ideas based on simple design criteria and their own experiences – explaining what they could make; ✓ Develop and communicate their ideas through drawings and mock-ups.	✓ Generate ideas and simple design criteria through talking and using own experiences; ✓ Develop and communicate ideas through drawings and mock-ups.		✓ Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user; ✓ Use annotated sketches and prototypes to develop, model and communicate ideas.	✓ Generate ideas by carrying out research using surveys, interviews, questionnaires and web-based resources; ✓ Develop a simple design specification to guide their thinking; ✓ Develop & communicate ideas through discussion, annotated drawings, and drawings from different views; ✓ Produce detailed lists of tools, equipment and materials.	
Make	Use simple tools (scissors, rollers, cutters); Join materials.	✓ Plan by suggesting what to do next; ✓ Select and use tools, explaining their choices to cut, shape and join paper/card; ✓ Use simple finishing techniques for the product they are creating.	✓ Use a range of tools and equipment to perform practical tasks such as cutting and joining; ✓ Select from and use a range of materials such as paper, card, plastic and wood according to their characteristics.		✓ Order the main stages of making; ✓ Select from and use appropriate tools with some accuracy to cut, shape and join paper and card; ✓ Select from and use finishing techniques suitable for the product they are creating.	✓ Formulate step-by-step plans (if appropriate, allocate tasks within a team); ✓ Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished; ✓ Work within the constraints of time, resources and cost.	
Evaluate	Talk about what they made; say what they like/dislike.	✓ Evaluate their product by discussing how well it works in relation to the purpose and the user, as well as whether it meets design criteria.	✓ Evaluate their ideas throughout and their products against original criteria.		✓ Evaluate their own products and ideas against criteria and user needs, as they design and make.	✓ Compare the final product to the original design specification; ✓ Consider the views of others to improve their work;	

Example page from the progression document: Mechanisms Units.
The progression document is spit into the separate Design and Technology units, in order for teachers to see and build on what their class has covered previously. These are Textiles, Mechanisms, Structures, Food and Electrical Systems.

Implementation

Scheme

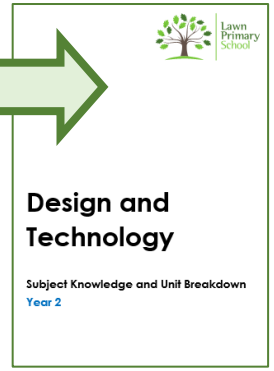
Design & Technology Association: Products On-a-Page

Planning – Unit Overview Documents

Each Design and Technology Unit from this scheme has been placed onto individual unit overview documents for each year group to access and use. **These will provide all information on how to teach each unit** – from skills needing to be taught to lesson plans and information on inclusion.

Progression documentation for each unit can be accessed via Teams in the following folders: 'Curriculum – Lawn Progression Documents' and on the 'Subjects' section of the school website.

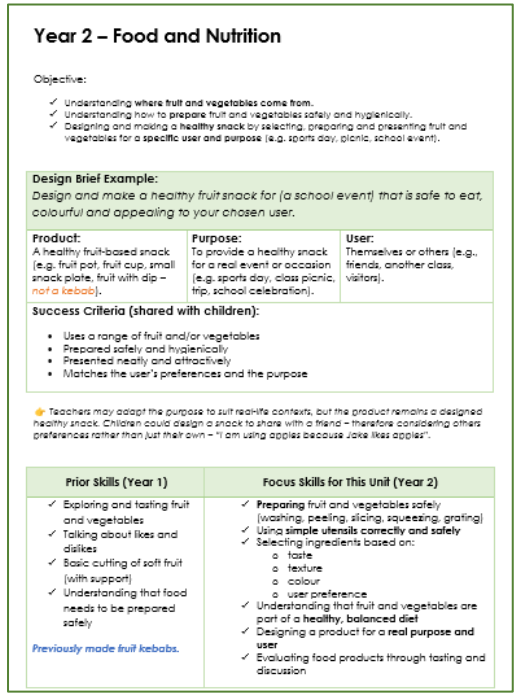
Lesson slide template can be accessed via Teams in the following folders: 'Curriculum – Design and Technology'.


Lawn Primary School

Design and Technology

Subject Knowledge and Unit Breakdown

Year 2


Year 2 – Food and Nutrition

Objective:

- ✓ Understanding **where fruit and vegetables come from.**
- ✓ Understanding how to **prepare** fruit and vegetables safely and hygienically.
- ✓ Designing and making a **healthy snack** by selecting, preparing and presenting fruit and vegetables for a **specific user and purpose** (e.g. sports day, picnic, school event).

Design Brief Example:
Design and make a healthy fruit snack for (a school event) that is safe to eat, colourful and appealing to your chosen user.

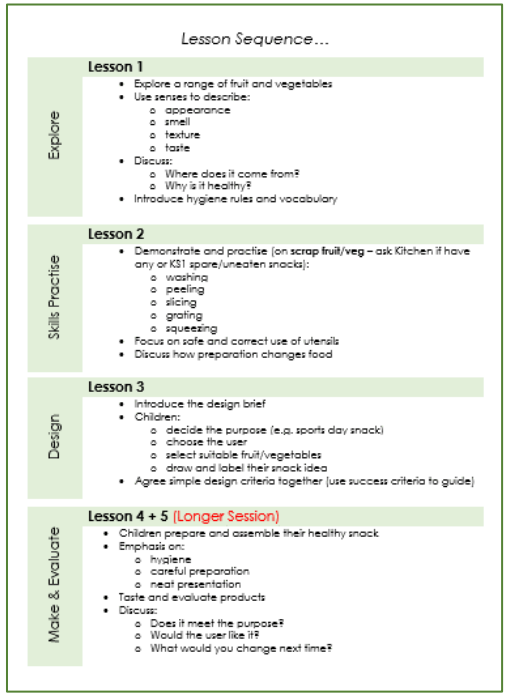
Product:	**Purpose:**	**User:**
A healthy fruit-based snack (e.g. fruit pot, fruit cup, small snack plate, fruit with dip – *not a kebab*).	To provide a healthy snack for a real event or occasion (e.g. sports day, class picnic, trip, school celebration).	Themselves or others (e.g., friends, another class, visitors).

Success Criteria (shared with children):

- Uses a range of fruit and/or vegetables
- Prepared safely and hygienically
- Presented neatly and attractively
- Matches the user's preferences and the purpose

👉 *Teachers may adapt the purpose to suit real-life contexts, but the product remains a designed healthy snack. Children could design a snack to share with a friend – therefore considering others preferences rather than just their own – "I am using apples because Jake likes apples".*

Prior Skills (Year 1)	**Focus Skills for This Unit (Year 2)**
✓ Exploring and tasting fruit and vegetables ✓ Talking about likes and dislikes ✓ Basic cutting of soft fruit (with support) ✓ Understanding that food needs to be prepared safely *Previously made fruit kebabs.*	✓ **Preparing** fruit and vegetables safely (washing, peeling, slicing, squeezing, grating) ✓ Using **simple utensils correctly and safely** ✓ Selecting ingredients based on: o taste o texture o colour o user preference ✓ Understanding that fruit and vegetables are part of a **healthy, balanced diet** ✓ Designing a product for a **real purpose and user** ✓ Evaluating food products through tasting and discussion


Lesson Sequence…

Explore

Lesson 1
- Explore a range of fruit and vegetables
- Use senses to describe:
  - o appearance
  - o smell
  - o texture
  - o taste
- Discuss:
  - o Where does it come from?
  - o Why is it healthy?
- Introduce hygiene rules and vocabulary

Skills Practise

Lesson 2
- Demonstrate and practise (on **scrap fruit/veg** – ask Kitchen if have any or KS1 spare/uneaten snacks):
  - o washing
  - o peeling
  - o slicing
  - o grating
  - o squeezing
- Focus on safe and correct use of utensils
- Discuss how preparation changes food

Design

Lesson 3
- Introduce the design brief
- Children:
  - o decide the purpose (e.g. sports day snack)
  - o choose the user
  - o select suitable fruit/vegetables
  - o draw and label their snack idea
- Agree simple design criteria together (use success criteria to guide)

Make & Evaluate

Lesson 4 + 5 (Longer Session)
- Children prepare and assemble their healthy snack
- Emphasis on:
  - o hygiene
  - o careful preparation
  - o neat presentation
- Taste and evaluate products
- Discuss:
  - o Does it meet the purpose?
  - o Would the user like it?
  - o What would you change next time?

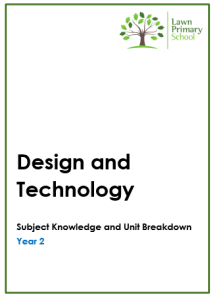
Each unit progression document includes: the design brief (product, purpose and user), which skills to develop, resource list, key subject knowledge, common misconceptions/issues with solutions, important teacher notes, pre-planned lesson sequence, key vocabulary, differentiation and inclusion support and assessment questions to evaluate against.

Implementation

Planning – Structure of Lessons

Each DT unit will follow the same structure of lessons, which not only ensures consistency and quality across the school – but also gives routine and familiarity to the children on the route to designing and creating from a set design brief.

Each of these lessons have their own set of skills objectives to be taught and met, which are stated on the DT Progression Documents.



You can also find a breakdown of the lessons on the Unit Overview Documents – stating the focus and objectives for each lesson within the unit.

Explore
(existing products, users, and purposes)

Skills Practise

Design
(purposeful, functional following the set design brief)

Make
(using a variety of materials, tools, and techniques)

Evaluate
(products against criteria and user needs)

Implementation

Planning – Lesson Slide Sequence

In Design and Technology, lesson slides should be used as a supportive scaffold to enhance pupils' learning and understanding. Slides are intended to **complement high-quality teaching and classroom discussion**, rather than serve as the primary source of instruction.

Key teaching points should be delivered through direct teaching, modelling, questioning, and practical exploration, with presentation slides used to reinforce and support learning throughout the lesson.

A template for DT Lesson Slides is on TEAMS in the Design and Technology folder for you to use when planning your lessons for each unit.

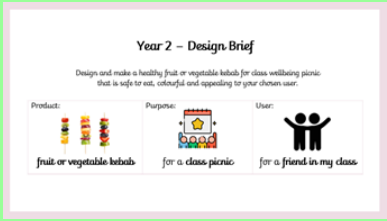
Retrieval

'What can you remember?'



- Focus on the previous unit the children had done
- Maximum of 5 minutes to complete
- There is no requirement to have a written outcome for your retrieval task. Focus is on discussions.

Design Brief



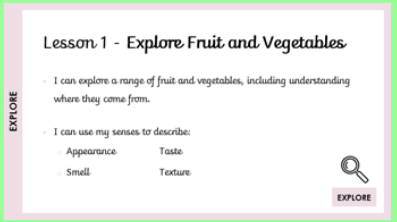
- Display the design brief to remind the children of the product, purpose and user of what they are designing and creating.

Last Lesson Review / Today's Learning



- Displaying the Structure of Lessons (Explore, Skills Practise, Design, Make, Evaluate)
- Recap what happened last lesson and then explain today's focus.

Today's Lesson Objectives



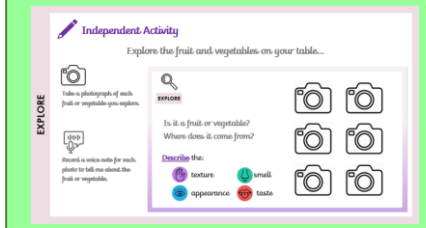
- 'I can' statements

Teaching



- Containing key vocabulary and information only – no unnecessary written information.
- Use slides as a tool to scaffold both your modelling and the children's learning.

Independent Activity



- Display the task page from their workbook on the slide along with clear instructions.

Review



- Review against 'I can' statements at the beginning of the lesson (Today's Lesson Objectives) or if they have 'Explored' – what have they discovered? Use this to reflect and review on their findings).

Implementation

Resourcing

Each unit overview will have a list of resources needed.

All resources are kept in the Storage Cupboard next to the Hive in the Davis Hall (KS2 building). **They are kept on the right hand side, on labelled shelves according to their units** – resources are sorted into labelled boxes (mechanisms, textiles, food etc).

Please ensure resources are placed back in the correct box and are **returned to their correct place** to ensure all year groups can access them when needed.

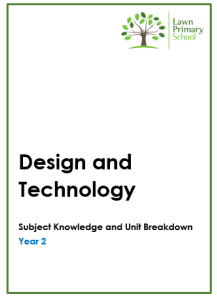
If resources need to be replaced or restocked, please email the school office and CC in the DT lead (Hannah Deacon).

DT Resources Storage:



Implementation

Inclusion



Each unit overview document will have a section regarding differentiation and inclusion within the unit. This will include suggestions on how to support children that may need additional aid to be successful in the DT unit, as well as also covering how we can challenge children that show a greater understanding and skills set in DT.



Within the resources box we have ensured there are a variety of tools to support all levels of skills and needs for the children – e.g. when teaching cutting skills in Food units: wooden chopping tools (blunt, no blade), plastic kitchen knives (serrated but not sharp), standard metal kitchen knives (serrated and sharper).

Differentiation and Inclusion

Support	Challenge
• Provide pre-cut materials where needed • Limit number of materials available • Use visual prompts and real examples • Allow them to copy a pre-made model rather than design independently *(focus is on the development of the skills, not the artwork)* • Adult support during joining • Allow verbal explanations instead of written • Use consistent language and gestures • Provide sentence stems: *"It works because..." "I made this for..."*	Meet an **additional success criterion**, for example: • Can your structure hold **two toys instead of one**? • Can your structure stay standing if the table is gently tapped? • Can your structure hold the toy **for 10 seconds** without tipping? This pushes: • base size decisions • material choice • join quality

Implementation

Environment and Displays

Our Design and Technology display board (located in the Davis Hall) is used **to celebrate the work that the children have done across the whole school.**

Photographs shared on Padlet by teachers during practical sessions, as well as photographs taken from the children's digital workbooks will be displayed here to celebrate their hard work and creative designs.

Additionally we have a **shelf to display physical products** created by the children across school above our display board – teachers are welcome to add work from their class to this to showcase.

There is no requirement to have a Design and Technology display board within your classroom.

Whole School Design and Technology Display Board



Impact

Evidencing Work and Development – Year 1/ Start of Year 2

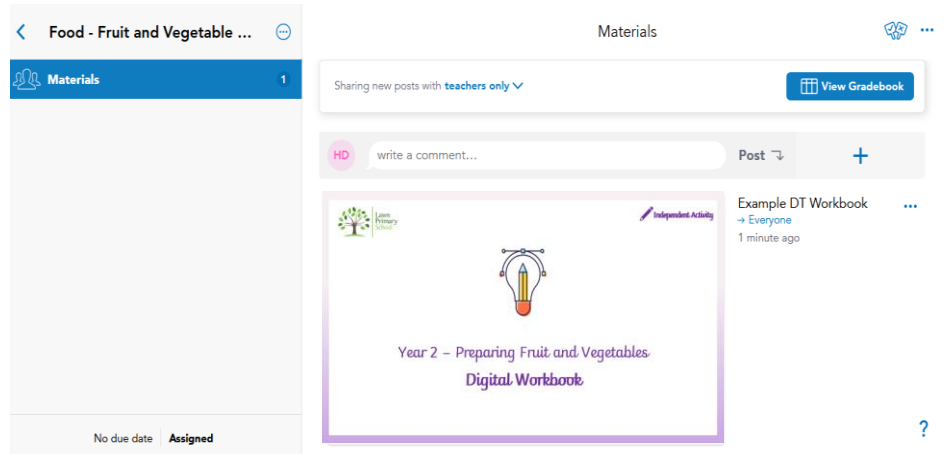
For KS2 (and the mid-end Year 2 where appropriate regarding digital abilities), children will use a **digital workbook** (adapted on Keynote) and import this into Showbie.

For Year 1 (and start of Year 2) children, they will evidence their design journey using the same format as the digital workbook, however this would be in an adapted printed form.

Evidencing on Showbie – KS2 / Year 2

For Year 2 and KS2 - Work on Showbie should be in a folder named 'DT' and the assignments will be named by the unit they are covering with the final product name – e.g. 'Textiles – Bendy Bag'.

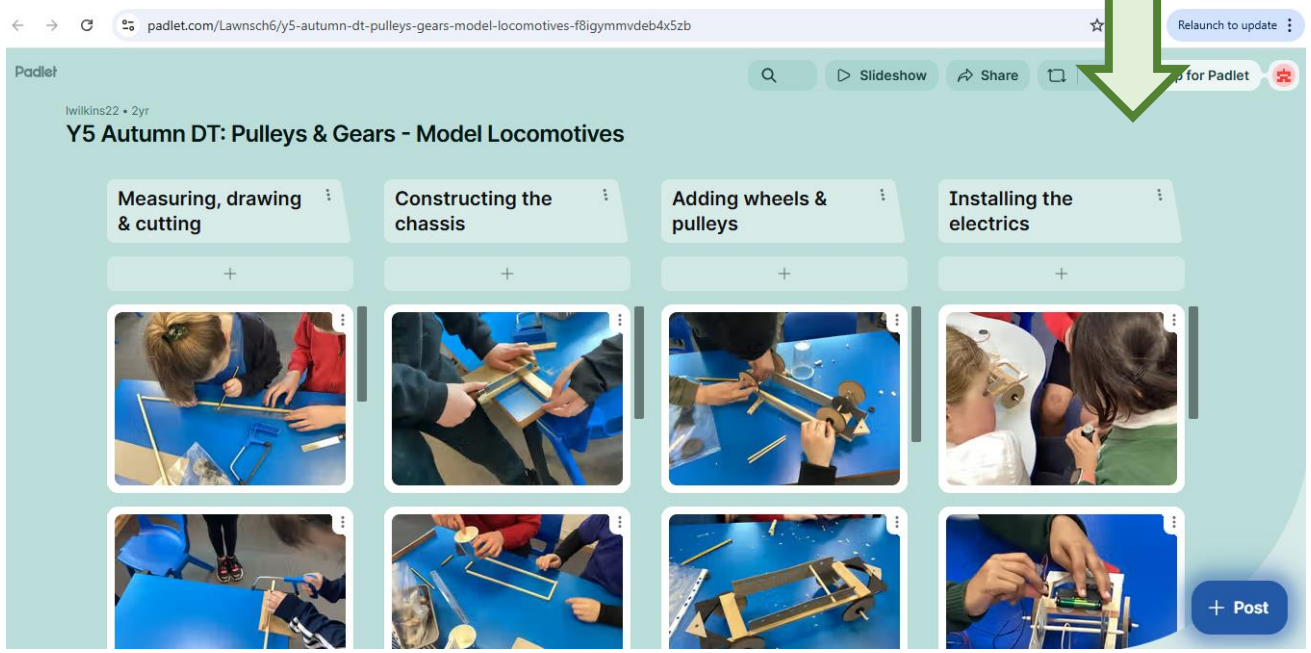
Children will evidence their development to meeting their brief by using the **digital workbook** on Keynote and importing this into Showbie. Children will **add photos and notes of their development** of skills onto the digital workbook template added onto Showbie by their teacher.



Impact

Evidencing on Padlet (Teachers)

All year groups - **teachers will upload 'in action' photographs of children developing practical skills** and put these onto **Padlet** under labelled categories relating to the skill shown – photographs of each skill used.



Impact

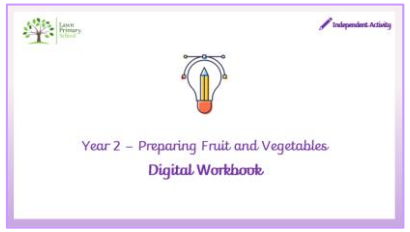
Use of Digital Technology

Digital Workbooks

Children in Year 2 and KS2 use **digital workbooks** to present their development in the unit – **these are uploaded onto Showbie** for them to add to. Showing a clear progression of how they get from the design brief to their final product and evaluation.

All digital workbooks will follow the same sequence to show clarity and consistency across the school.

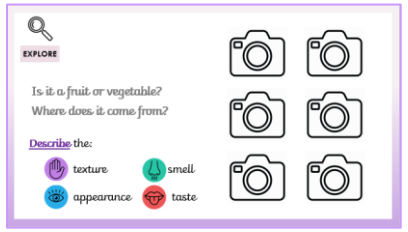
Digital Workbook Example (Year 2 Food)



Title Page



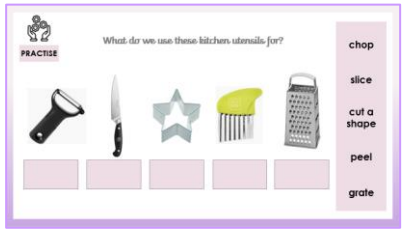
Design Brief



Explore Independent Task



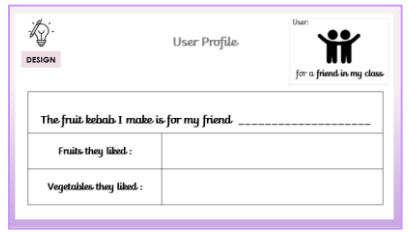
Explore Task Review



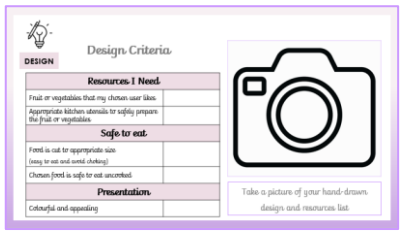
Practise Independent Task



Practise Review Task



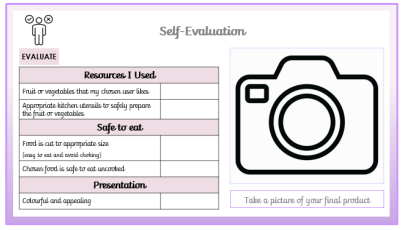
Design User Profile



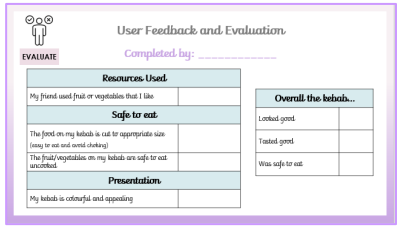
Design Criteria and Planned Design



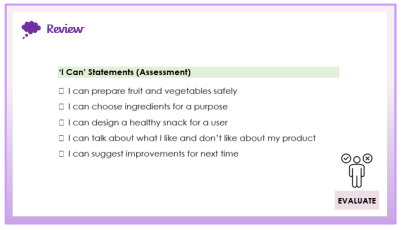
Make Food Hygiene Tick List



Evaluate Photo of Product and Design Criteria to evaluate against



Evaluate User Feedback and Evaluation



Evaluate Self Assessment – I Can Statements

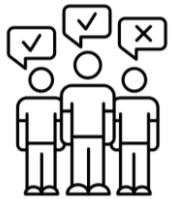
Impact

Marking and Feedback



Feedback is **primarily verbal, immediate and responsive** in order to support pupils throughout the design, make and evaluate process.

Teachers are expected to provide **constructive live feedback during lessons** through questioning, modelling, discussion and practical demonstration, enabling pupils to reflect upon and improve their work in real time.



Opportunities for peer and self-assessment should also be embedded within lessons through activities such as product testing, gallery walks, evaluation discussions and success criteria checklists.

Written marking should be minimal and purposeful, as evidence of feedback will be demonstrated through the pupil's responses, improvements to designs and products, and verbal discussions observed during the lesson.



Teachers will complete a summative assessment at the end of each unit using project-specific 'I can' statements and the relevant skills progression document to assess pupils' knowledge, understanding and application of Design and Technology skills (please see 'Summative Assessment' page within this subject policy for further information regarding this.

Impact

Monitoring

Curriculum impact monitoring conducted **twice per year** using school format.

Triangulation of evidence that could include:

- pupil voice,
- analysis of pupil outcomes on Showbie (digital workbooks),
- pop ins,
- discussions with the class teachers (formal/informal),
- lesson study,
- opportunities to team teach (where needed),
- sharing good practice (through observation).

Feedback will focus on things to celebrate, things to be aware of, things to improve and build further on (next steps) and what will be reported to SLT to discuss next steps.

Impact

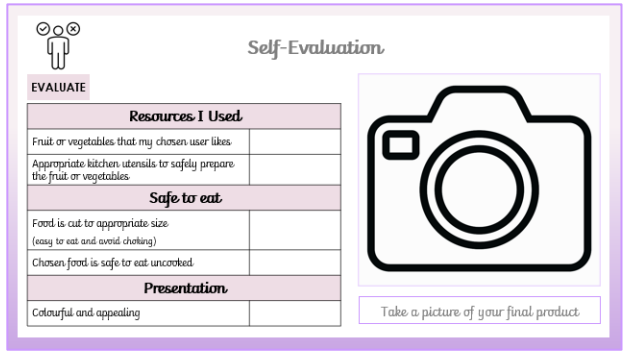
Summative Assessment



At the end of each taught unit, teachers will assess the children against a set of **'I can' statements.** These statements have been put together to reflect the skills that were taught within the unit (from the progression documents). Teachers will have a spreadsheet for their class which they can simple RAG rate whether each child has met the statements.



Children will also have the opportunity to use reflective self-assessment using the 'I can' statements too, as part of their Evaluation session. Using the same format as teachers will use, the children will simply state if they feel they have or haven't met each statement within this unit.

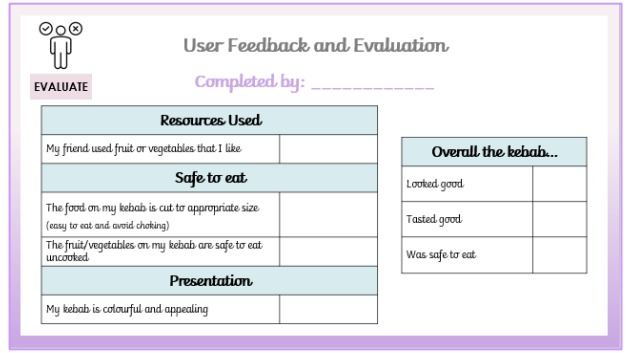


Self-Evaluation

EVALUATE

Resources I Used	
Fruit or vegetables that my chosen user likes	
Appropriate kitchen utensils to safely prepare the fruit or vegetables	
Safe to eat	
Food is cut to appropriate size (easy to eat and avoid choking)	
Chosen food is safe to eat uncooked	
Presentation	
Colourful and appealing	

Take a picture of your final product



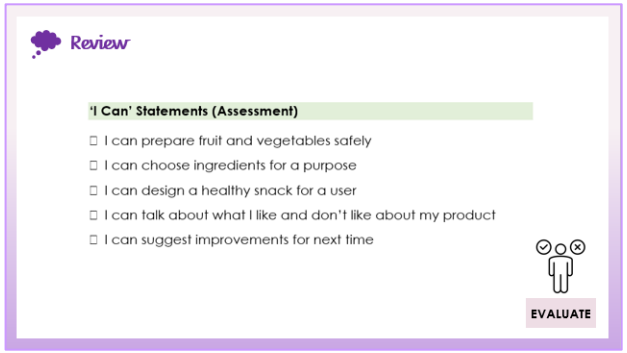
User Feedback and Evaluation

EVALUATE

Completed by: _____

Resources Used	
My friend used fruit or vegetables that I like	
Safe to eat	
The food on my kebab is cut to appropriate size (easy to eat and avoid choking)	
The fruit/vegetables on my kebab are safe to eat uncooked	
Presentation	
My kebab is colourful and appealing	

Overall the kebab...	
Looked good	
Tasted good	
Was safe to eat	



Review

'I Can' Statements (Assessment)

- ☐ I can prepare fruit and vegetables safely
- ☐ I can choose ingredients for a purpose
- ☐ I can design a healthy snack for a user
- ☐ I can talk about what I like and don't like about my product
- ☐ I can suggest improvements for next time

EVALUATE

Implementation

Enrichment

Educational visits and visitors to school should be linked with the sequence of learning provided in the curriculum documentation.

These should be planned and booked at the beginning of the academic year and included on our whole school yearly enrichment overview. This can be accessed via Teams in the following folders: 'Educational Visits and Enrichment – Enrichment Overviews'.

All activities and photographic evidence from enrichment should be uploaded to an assignment on Showbie in the folder for the topic.

Enrichment

Lawn Primary School

Educational Visits, Enrichment and parental opportunities – 2025/26

	Year Group							
	EYFS	1	2	3	4	5	6	Whole School
Autumn 1	23rd September - Parents phonics meeting 2:45pm 22nd October - Phonics session with Parents. 9:30 (after Phonics lesson), parents play in the provision - variety of phonics-based activities to show parents different ways to practise phonics at home.			Gurdwara visit: Incredible Me / RE unit on Sikhism	Hindu Temple /Open Centre	Spanish Café (children & parents)	Art gallery	Transform Art Project
Autumn 2	11th/12th December - Nativity to parents 16th December - Parents Christmas Craft morning.	Visitor to school: History of Toys Sign language teacher	Eyam Village and Eyam Museum	Stone Age drama		Jorvik museum Viking Warrior via Zoom (cost dependent) Visit to Mosque / Open centre - Parents invited to assist Derby Music Partnership – Christmas Concert	DCCT visit???	Whole school visit to St Nicks church for Christmas carol concert – families invited