



Design Technology



Subject Leader Report 2025-2026

Subject Leader: Zoe Illingworth

Autumn Term

This term, Masefield Primary School has continued to strengthen and refine its Design Technology provision across all year groups. A thorough review of curriculum content and teaching approaches has ensured that the subject remains purposeful, engaging and grounded in high-quality practice. Lesson observations, learning walks, book monitoring and pupil discussions have helped to identify key strengths and highlight areas for further development.

In the Early Years Foundation Stage (EYFS), Design Technology sits within Expressive Arts and Design, with an emphasis on practical, hands-on exploration. Much of this learning takes place through continuous provision supported by careful modelling. Children have taken part in construction activities such as building chairs for Baby Bear from Goldilocks, designing houses for the Three Little Pigs, and creating shelters for hibernating animals. Food-based tasks linked to seasonal events—such as chocolate sparklers, witches' hats and fruit salad—have supported early food preparation skills, alongside key hygiene routines including handwashing, cleaning ingredients and tidying workspaces. Children have also experimented with structures using clay, playdough, tape and a wide range of junk-modelling materials.

In Key Stage 1, Year 2 pupils have studied mechanisms, concentrating on sliders and levers. They applied these skills to design, make and evaluate moving Christmas cards for family or friends. New resources have supported pupils in developing their ideas and evaluating their finished products.

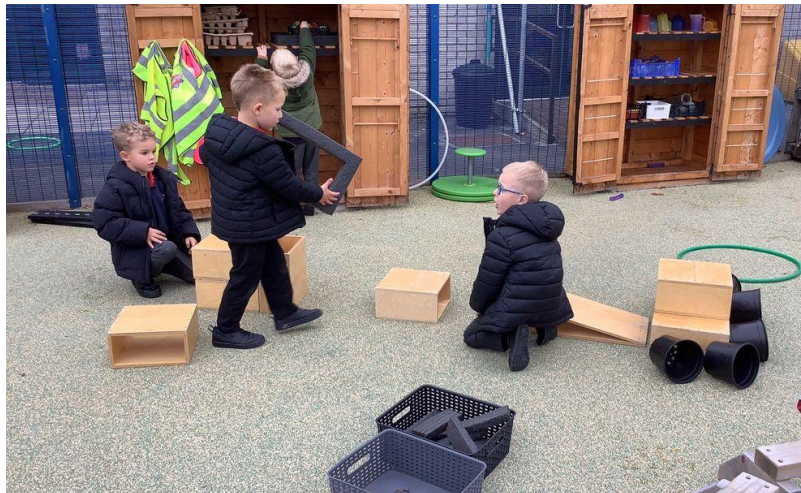
In Lower Key Stage 2, Year 3 pupils explored pneumatics, designing and constructing moving toys incorporating this mechanism. Year 4 pupils continued their work on mechanisms, creating more sophisticated moving Christmas cards with sliders and levers, building on the knowledge established in Key Stage 1.

In Upper Key Stage 2, Year 5 pupils studied structures through a highly purposeful unit in which they designed, made and evaluated full-scale shelters in the forest school area. Mrs Walton, the Forest School teacher, enriched the project by teaching pupils how to join wood using a range of knots, enhancing both skill development and teamwork.

Looking ahead, the next steps for Design Technology involve Improve the quality of evaluation by supporting pupils to make more specific, measurable comments about the success of their products relative to the brief.

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Spring Term

This spring term, we have continued to develop our Design Technology curriculum by making purposeful adjustments to units, ensuring learning is increasingly relevant, engaging, and meaningful for pupils. For example, in Year 2, the structures unit has been adapted to focus on building hedgehog homes, giving children a practical, hands-on project that connects closely to nature and sustainability. This change has helped to deepen understanding by allowing pupils to apply their learning in a real-world context.

We have also strengthened the connection between Design Technology and outdoor learning by incorporating more outdoor-based projects that link directly with our Forest School provision. These experiences have enabled children to take part in practical activities such as building, crafting, and exploring the natural environment, reinforcing key skills such as problem-solving, creativity, and environmental awareness within Design Technology.

A particular highlight of the term was our Knowledge Day, which was highly successful. We welcomed many parents into school to take part in a day of hands-on learning alongside their children. Together, they engaged in a range of Design Technology activities, including sewing, tasting and evaluating food technology products, and constructing structures. This collaborative event was a valuable opportunity to celebrate creativity and practical skills, while strengthening home-school engagement.

Looking ahead to the summer term, we are excited to further develop our approach to evaluation within Design Technology. Our focus will be on strengthening how pupils assess their finished products, encouraging them to reflect more effectively on quality, functionality, and possible improvements. This will support children in developing a deeper understanding of the full design process, from initial ideas through to final evaluation.

Summer Term