DT at Claycots

Claycots Primary School

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DT Team

Ms Carballeira is our DT Leader at Claycots

The vision for DT

"Design is not just what it looks like and feels like. Design is how it works." Steve Jobs, Co-founder of Apple. Inc

Our vision for pupils at Claycots Primary School, is to create a learning environment that is designed to equip students with the skills, knowledge, and confidence they need to succeed in the 21st century. We will emphasise the use of technology and innovation to promote creativity, collaboration, and problem-solving. In design and technology, we aim to develop children's skills and knowledge in design, structures, mechanisms, electrical control, programming, textiles and a range of materials, including food.

By engaging in technological activity, children can explore, investigate and evaluate a range of existing products, and analyse the work of past and present designers and technologies. This helps them to develop a critical understanding of the impact of design and technology on daily life and the wider world as well as preparing them for future STEM related careers. At Claycots we provide teachers with the necessary training and support to ensure they are comfortable using the newest technologies and can effectively integrate them into their classrooms. Ultimately, our goal is to create a learning environment that will foster a culture of innovation and collaboration, enabling students to develop the skills and knowledge needed to thrive in the 21st century.

DT Intent

At Claycots Primary School, we aim for our pupils to be innovative, creative and critical thinkers. Our objective is for them to master Design and Technology to such an extend that they can go onto have careers in this field and apply the knowledge to their everyday lives. Using creativity, imagination and drawing on inspiration from existing products/designs, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

We hope for the pupils to appreciate the iterative design cycle consisting of design, make and evaluate through their work at Claycots. The DT curriculum has been designed with clear progression of skills and sequential learning where the pupils have the opportunity to build on their previous learning. Through our carefully designed bespoke curriculum, the pupils at Claycots will have an awareness of the impact of DT on our lives and be encouraged to become resourceful, enterprising and innovative citizens who will gain skills to make further progress in the subject as well as their contribution to the wider world. At Claycots the DT curriculum enables pupils to meet the end of key stage attainment targets in the national curriculum and aims to develop their investigative and problem-solving skills.

How we teach DT

At Claycots Primary School, we follow a broad and balanced DT curriculum that builds on previous learning. The five strands within the National curriculum are clearly outlined within our progression of skills document which outlines the knowledge gained across all year groups. The pupils at Claycots have exposure to all areas of the Design and Technology curriculum which include: Mechanisms/mechanical systems, structures, textiles, cooking and nutrition (Food) and Electrical systems and programming. Each of the areas taught follows the iterative process (design, make and evaluate) and has a carefully selected theme or topic from the additional knowledge or cooking and nutrition section of the curriculum. Children have the opportunity to work both independently as well as collaboratively to research, design, make and evaluate.

All areas of DT have been allocated evenly so the children have access to a broad and balanced curriculum. Year 1 – Year 6 have at least three units allocated on the timetable throughout the year. Over the half-term when DT is being taught, 7-8 hours of DT must be covered and each lesson must be taught in sequence in line with the provided planning. The DT curriculum is enhanced further with STEM related workshops. All year groups are provided with the units of works and have an opportunity to work closely with the subject leader prior to the teaching of the unit.

DT overview

DT Overview 2025-2026

Cooking and nutrition	Structures	Mechanisms	Electrical systems and programming	Textiles

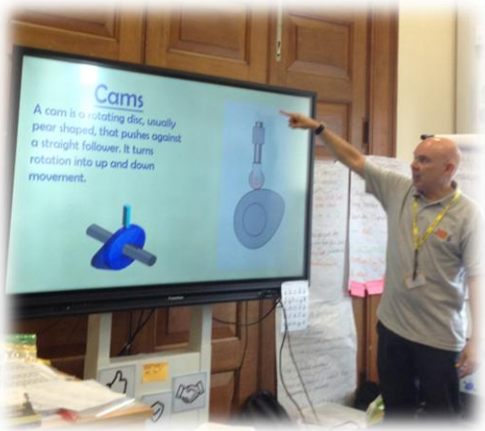
	Unit 1	Unit 2	Unit 3
Reception			
Year 1	Fruit smoothies	Furniture for goldilocks	Moving vehicles
Year 2	Moving toys	Puppets	Healthy sandwiches
Year 3	Castles	Seasonal tarts	A purse
Year 4	Samosas	Torches and Lego workshop	Story books
Year 5	Moving toys	A loaf of bread and Lego workshop	Crumble
Year 6	Bridges	Hats	Microbits

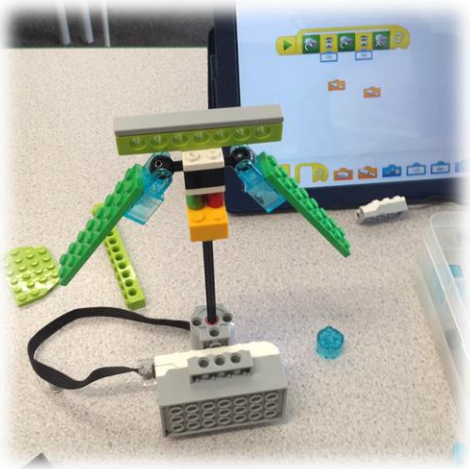
How we measure progress

- At Claycots, we measure progress in DT in a variety of ways:
- At the beginning of the unit, we ask the pupils to recall all previous learning undertaken within the strand and discuss the future learning with them.
- At the end of each session through the iterative process, we provide children with time to self-evaluate their progress against the learning intention as well as reflect on ways they can improve.
- Teachers use specific targeted questioning to assess the children's understanding of skills and content.
- We monitor, moderate samples from each class in the year group to measure progress within the project under study.
- Collaborative work and discussion play an important role in DT throughout the design, make evaluate stages in the projects, so we provide children opportunities to discuss their views and reach decisions.
- We are currently working on creating a whole school portfolio for DT that can be used as a reference point when assessing children against end of Y2, Y4 and Y6 National Curriculum criteria.

Workshops and Experiences

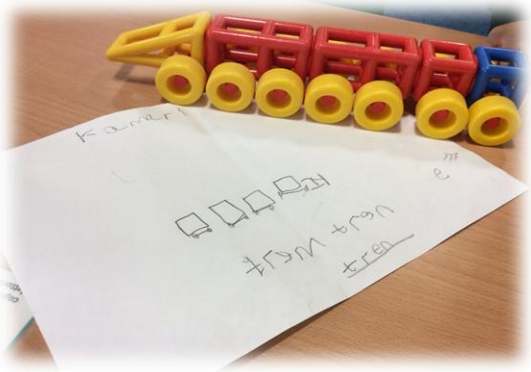
Lego Programming Workshop





Examples of Learning

Baking and Decorating in EYFS



Plan and Build in EYFS

Exploring construction and stability of bridge

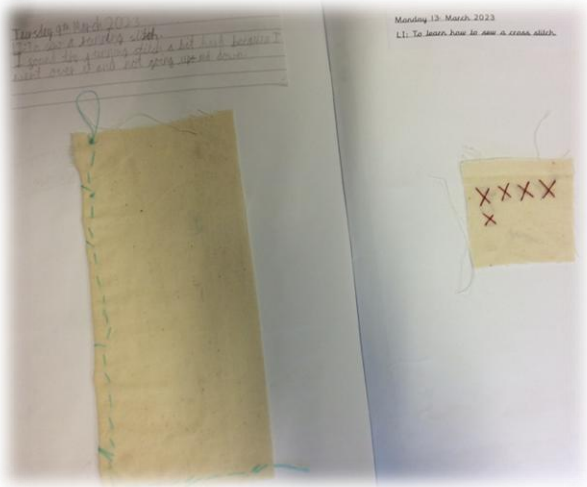
Fine motor and junk modelling

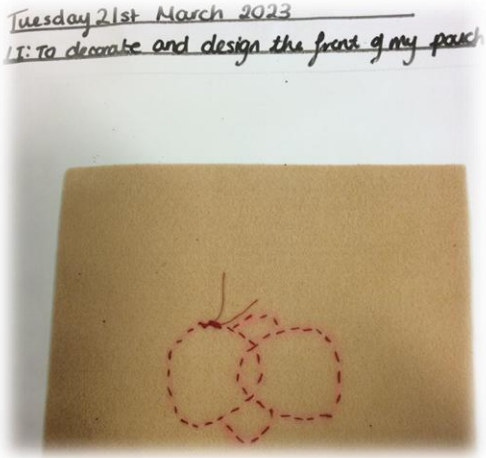
Exploring of wheels and how they can be used to move structures

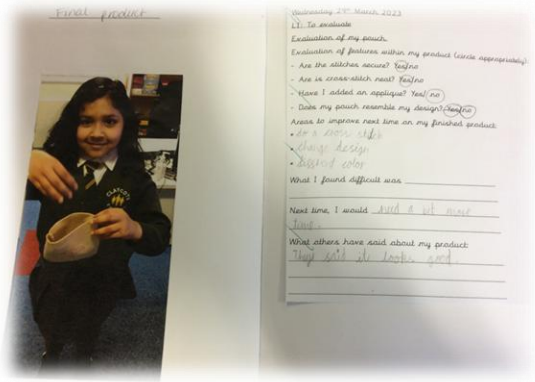
Children explore and discover a range of skills in EYFS through their continuous provision which they will build on in the following years in DT.

Examples of learning

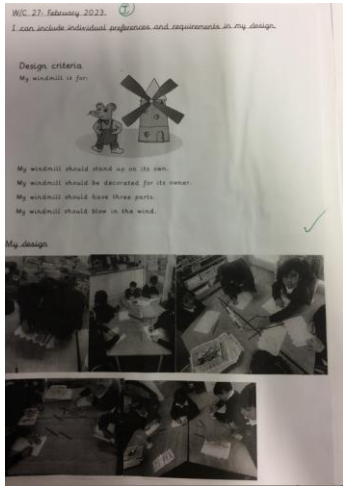
Textiles: Pouches/bags

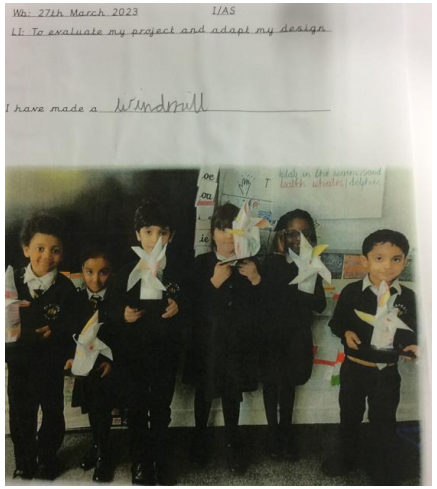




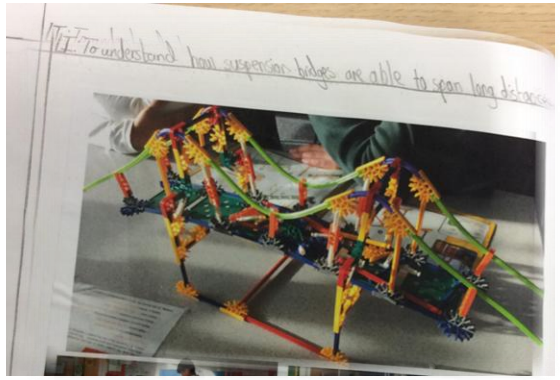


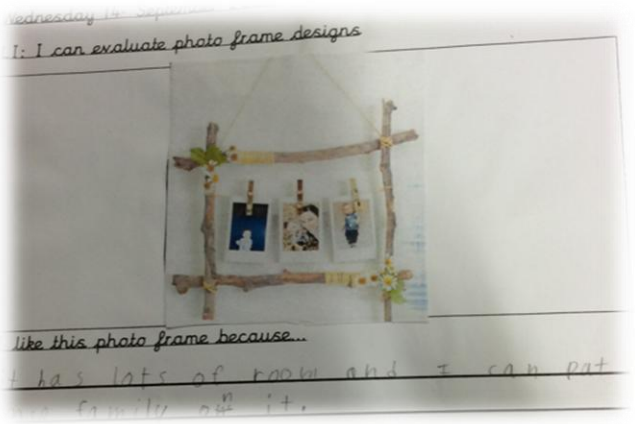
Examples of learning



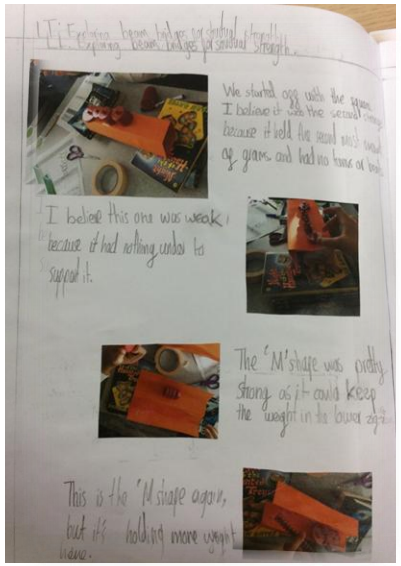


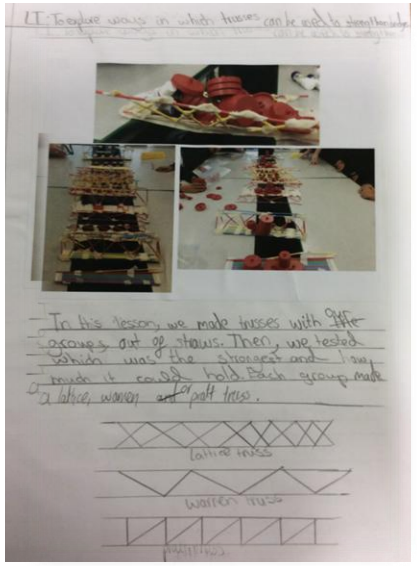
Year 1 made free standing windmills with a rotating turbine using an axle

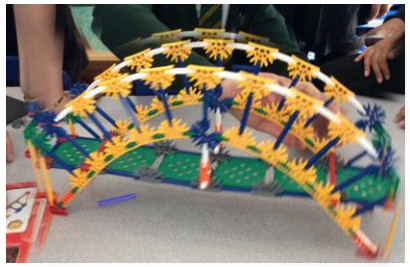




Year 3 photo frames





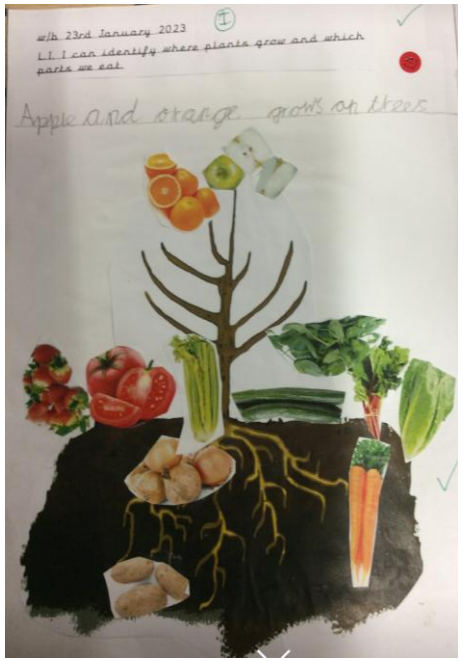


Year 6 testing and designing a prototype of a bridge for a power station based on the given design criteria

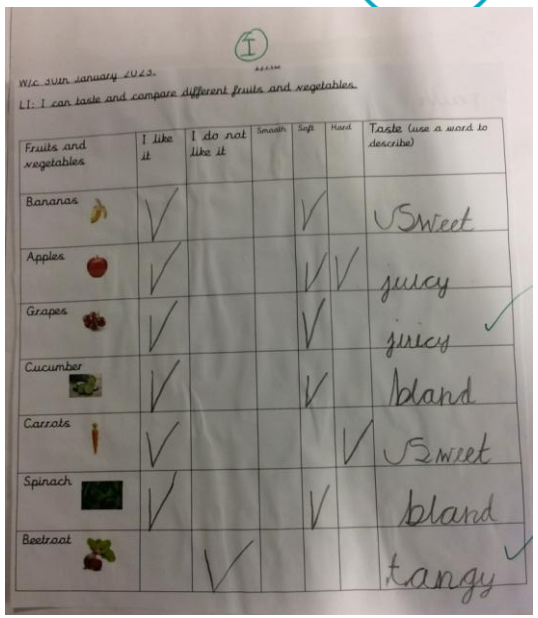
Examples of Learning

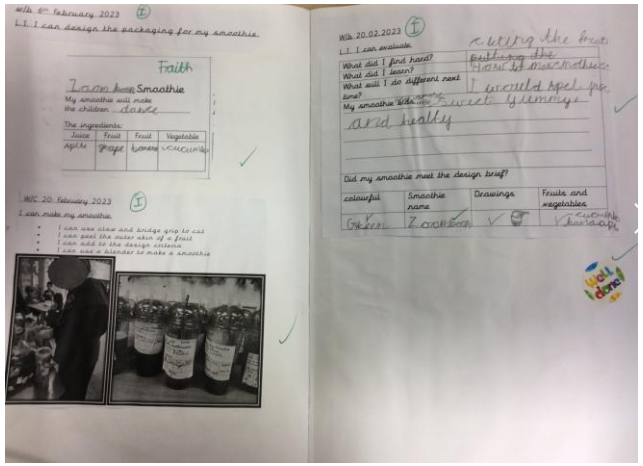
Food: Cooking and Nutrition

Year 4 learning to make samosas, learning about healthy varied diet.

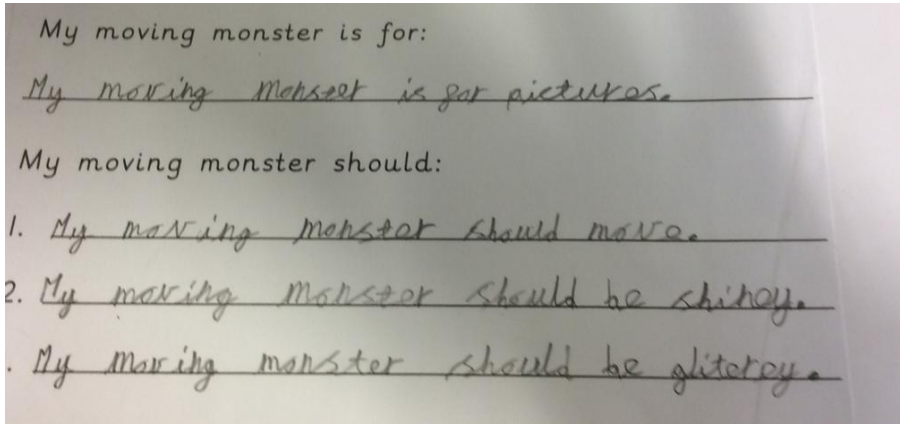


Year 1 learnt about different parts of the plant and which parts are edible. They then evaluated which fruits and vegetables they preferred before designing and making their own superhero smoothies.

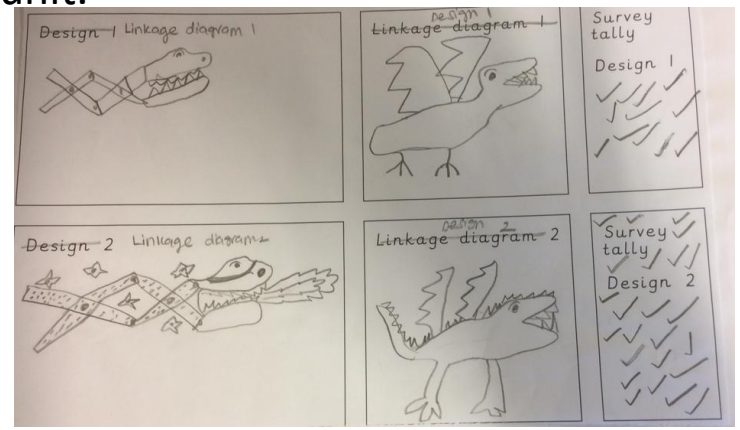


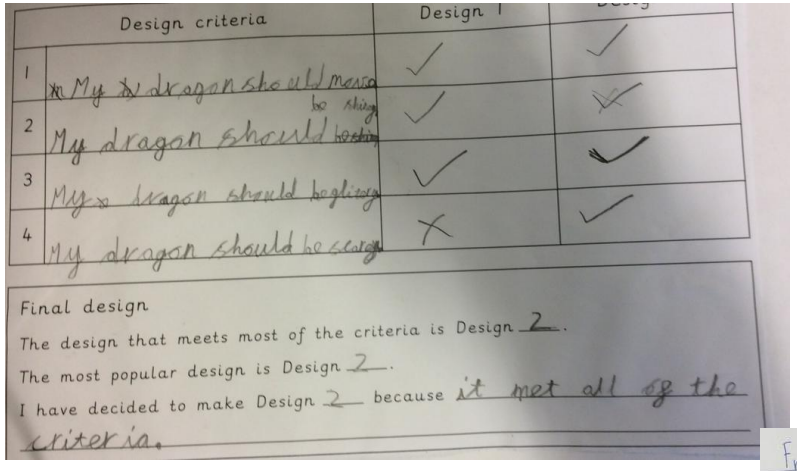


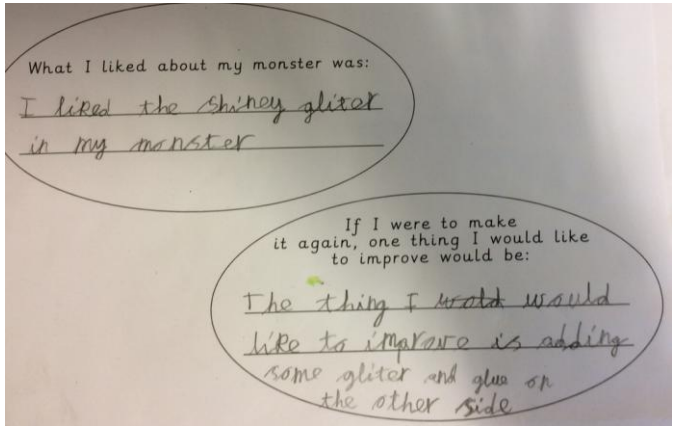
Examples of Learning



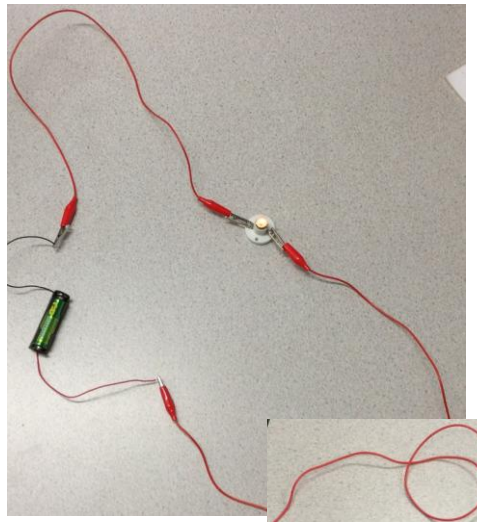
Design Criteria from KS1 from Moving dragons unit.

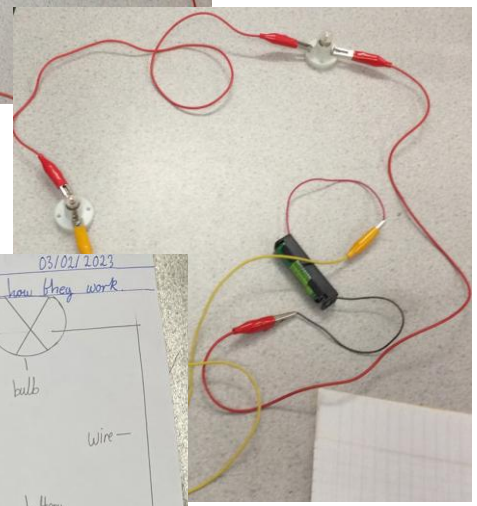


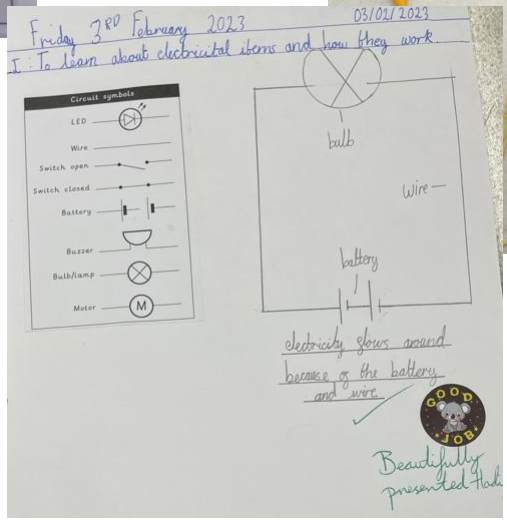




Evaluation sheet







Circuits to make torches/light sources

Pupil voice

“I liked tasting the fruits and vegetables because I had did not even know what beetroot was! I did not use it in my superhero smoothie because I didn’t like it. I enjoyed using a blender to make my own smoothie as I have never used a blender…” – Faith, Year 1

“I made a jewellery box for my mum for mothers day. I used tape, scissors and junk modelling.” EYFS

“I loved the Lego programming workshop, it was the best day ever. I learnt how to use gears, cams, levers, sensors along with creating an algorithm in scratch to design and make a dancing monkey.” Jonild, Year 5

“When we were studying The Plague, we went on a trip to Southwark. During this trip we saw lots of different bridges that we were learning about in our DT unit on bridges. It was so much fun to use different materials, especially kennex to create prototypes before testing their strength…” Yusuf, Year 6

Pupil voice

“I always have samosas at home but didn’t know they are this easy to make. I had to be careful when cutting the potatoes and making the samosa strip” – Year 4

“ I made a fire breathing dragon with levers, linkages and pivots. When I close the dragon it becomes longer and open it mouth with the fire sticking out. I used thick card and scissors. I drew out my design and cut it out and made it work.” Hashim, Year 2

“ It was hard to do the running stitch at first but I drew a line with a ruler. It was easy to then do this. I made a pouch for my stationary. I put my pencil in it and it worked, next time I would like to add a button or a zip.” Anvita, Year 3