

Design and Technology Report for Governors 2026

This year, Design and Technology at Mersey Park has continued to go from strength to strength, with a sustained focus on delivering a high-quality, progressive curriculum that inspires creativity, develops practical skills and promotes problem-solving across all year groups. The children have very much enjoyed creating and making their own real-life products such as pencil cases, watermelon pizza and moving pictures to name a few!

Curriculum Development

Curriculum Rewrite: The DT curriculum has undergone further refinement to ensure it remains current, relevant, and engaging. Planning has continued to be adapted to better reflect our school topics and to ensure natural links to other subjects. This has helped embed DT more deeply across the wider curriculum and make learning more purposeful.

Topic Integration: Where possible, units have been redesigned to support our whole-school themes. For example, in KS1, a transport topic led into a DT focus on wheels and axles; in LKS2, a study of the Victorians inspired pin cushion textiles; and in UKS2, electricity work has supported projects like a steady hand game.

Progression & Coverage: Progression maps have been updated to show clear skill development across year groups in all key strands: mechanisms, structures, textiles, food, and electrical systems (KS2). The curriculum now better supports progression of knowledge and technical vocabulary alongside design, make, and evaluate processes.

If you were an Engineer, what would you do?

We were very excited this year to enter a national competition ran by Primary Engineer. The children were tasked with creating a product that could solve a problem such as solar powered trains, sat nav walking stick etc. In total, we had over 70 entries from our pupils, who all created a detailed, labelled diagram of their product and a letter informing the judges what their creation is and what problem it solves.

Every child received a certificate for their entry (either pass, merit, distinction or shortlisted) and we were very excited to learn that one of our entries was highly commended and another a winner! These two children were invited to a regional event at John Moores University where an exhibition was held, certificates and medals handed out and professional photographs were taken. Our school even received our own award which is now proudly displayed in the school entrance!



Each topic in D&T has a cross-curricular theme, but the focus is teaching the skills and knowledge of design and technology, ensuring these are built on from previous years. Pupils are taught how to research, design, make and evaluate throughout a project, develop their construction skills and use of electrical and mechanical systems. A statement of intent in DT can also be found on the school website, along with the DT curriculum maps.



EYFS - In Foundation Stages, pupils regularly experience many aspects of design and technology, through construction play and exploration, workshop area, cookery and food tasting and motor skill activities, such as threading beads. A brand-new document has been created to explore how D&T is taught in F1 and F2.

The following projects were completed in 2024/2025:

Year 1: Hand Puppets, Watermelon Pizza, Seaside Levers and Sliders and Wooden Photo Frames.

Year 2: Potato Salad, Moving Vehicles (with wooden chassis) and Medal Pouches.

Year 3: Pizza, Moving Books (levers and linkages) and Victorian Pin Cushions.

Year 4: Healthy Soup, Light Box with electrical circuit and Rabbit Toy.

Year 5: Scouse Stew, Water-bottle Carrier and Moving Cam Toy.

Year 6: Stir-fry/ Fajitas, Fruit Smoothie, Felt Pencil/ Phone Cases and Steady Hand Game.



Monitoring & Evaluation

Assessment - New DT assessment spreadsheets have been rolled out this year, offering a clearer, more consistent way to track pupil progress and identify gaps. Staff have responded positively to the simplified format, which aligns with our approach to assessment across other subjects.

Monitoring and Pupil Voice – Lesson monitoring and drop-ins, and pupil voice activities have highlighted increased engagement in DT, particularly where projects have real-life purpose or clear links to pupil interests. Pupils spoke positively about the hands-on nature of lessons and the opportunity to make choices in their designs.

Staff Feedback - Staff have welcomed the revised planning structure and the flexibility it offers. CPD needs around subject knowledge for certain areas (e.g., electronics) have been identified and will be addressed in the next academic year.



Clubs and extra-curricular

Our KS1 Healthy Eating Club continues to be a big hit, with lots of lovely recipes made including veggie pittas, fruit sundaes, courgette sushi and smoothies. We also had a textiles club where the children enjoyed weaving wool, creating pom poms and making bunnies. Both KS1 and KS2 enjoyed an Art and Crafts club practising many skills including measuring, cutting and designing.



What's next?

We are always looking for ways to keep D&T as updated and relevant as possible. We will continue to monitor the new curriculum planning and assessment and correct any issues should they arrive. We will also continue to explore event days and school wide competitions such as Primary Engineer, F1 in Schools and Lego League heading into the next academic year. We have already entered back into 'If you were an Engineer, what would you do?' for 2027.

This year has seen strong progress in shaping a DT curriculum that is engaging, progressive, and deeply connected to the wider school curriculum. Continued development, responsive to both national guidance and school context, will ensure DT remains a valued and dynamic subject that equips pupils with creative and practical life skills.

CPD

SIL termly briefings regularly attended by co-ordinator (Autumn, Spring and Summer 2025/26).

B Jones **July 2026**

End of Year Data July 2025

	% below expectation	% At expectation	% Above expectation
Year 1	8.8	80.7	10.5
Year 2	21.3	73.8	4.9
Year 3	10.7	83.9	5.4
Year 4	7.7	73.8	18.5
Year 5	10.3	68.9	20.7
Year 6	6.6	86.9	6.6