

DESIGN AND TECHNOLOGY ACTION PLAN 2025/2026



Objectives:

1. Upload Key Design and Technology documents and pictures to the school website.
2. To develop subject leadership and expertise in DT.
3. To embed some of the United Nations' Sustainability Goals into DMEA projects.
4. To improve the retention of knowledge and skills taught in Design and Technology.
5. To embed Oracy in DT lessons, ensuring children can speak articulately about DT using accurate vocabulary

ACTIONS:	Success Criteria & IMPACT	Autumn 2025	Spring 2026	Summer 2026
1. Upload Key Design and Technology documents and pictures to the school website.	Documentation regarding Design and Technology will be added to the school website and updated regularly. Images of children's work and videos of lessons and outcomes will be uploaded to the website to celebrate the subject and inform visitors about the curriculum.	Add photographs of children engaging in the design, make and evaluate process to the website. Upload recent versions of important documents.	Add photographs of children engaging in the design, make and evaluate process to the website. Upload recent versions of important documents.	Add photographs of children engaging in the design, make and evaluate process to the website. Upload recent versions of important documents.
2. Subject lead to attend NST network meetings Subject lead to share key information with staff	Good practice is shared with staff. Staff are kept up to date with new developments/opportunities. Resources from training shared with staff, along with key CPD. Teachers are equipped to teach up to date lessons with the latest resources. Children have access to latest resources in their lessons	Share and disseminate best practice.	Share and disseminate best practice.	Share and disseminate best practice.
3. To embed some of the United Nations' Sustainability Goals into DMEA projects.	Teachers to know and understand UN Sustainability goals. Teachers to plan in opportunities for children to solve real life problems. Year 5 and 6 students to be given a problem and they will design a brief that solves it.	Class teachers to make reference to the United Nation's goals where appropriate. Professionals from that field in to support/start the project.	Class teachers to make reference to the United Nation's goals where appropriate. Professionals from that field in to support/start the project.	Class teachers to make reference to the United Nation's goals where appropriate. Professionals from that field in to support/start the project.

		Potential trips planned in to see the problem needing to be solved.	Potential trips planned in to see the problem needing to be solved.	Potential trips planned in to see the problem needing to be solved.
4. Improve the retention of knowledge and skills taught in Design and Technology.	Assess pupils' acquisition of knowledge at the end of each session and again at the end of the unit. Every Design and Technology lesson should begin with a memory retention starter. The starters should focus on retrieving information from last lesson, last term and previous years (Activate- Last Lesson, Recap- Last few weeks, Flashback- Last year(s). Flashcards for Design and Technology units to be made and shared with parents/careers. DT lead to create a LTP visual aid for children with subject specific terminology.	Memory Retention embedded as the starter- activate, recap and flashback. Design and Technology should be taught on a weekly basis to avoid long periods without learning or revisiting concepts. A model of the flashcards to be shown to staff to make their own for the topics they teach.	Memory Retention embedded as the starter- activate, recap and flashback. Design and Technology should be taught on a weekly basis to avoid long periods without learning or revisiting concepts. Class teachers to produce flashcards to check the retention of knowledge for each unit undertaken.	Memory Retention embedded as the starter- activate, recap and flashback. Design and Technology should be taught on a weekly basis to avoid long periods without learning or revisiting concepts. Class teachers to produce flashcards to check the retention of knowledge for each unit undertaken.
5. To embed Oracy in DT lessons, ensuring children can speak articulately about DT using accurate vocabulary	Medium term plans and lesson resources show planned opportunities for Oracy in DT lessons. Oracy activities form an effective part of relevant lessons and are not shoehorned in. Children can talk articulately about their DT learning using accurate vocabulary.	Provide a template to staff so that it can be adapted to suit individual lessons. Provide staff with an outline of what oracy activities are expected in each lesson.	Oracy activities planned into DT lessons. Lesson monitoring to ensure consistency	Oracy activities planned into DT lessons. Lesson monitoring to ensure consistency