Progression in Design and Technology (D&T)

	EYFS		KS1		Moving into KS2
	Preschool	**Reception**	**Year 1**	**Year 2**	
Design	• Explore different materials and objects, noticing what they might be used for. • Make simple choices about materials when creating models and objects. • Talk about their ideas and what they would like to make.	• Talk about what they want to make and who it might be for. • Make simple plans and choose suitable materials for their ideas. • Recognise that designs can help solve problems or meet a need. • Use drawings, pictures and models to share ideas.	• Identify a simple need or problem and recognise who a product is for and what it is intended to do. • Explore existing products to help generate ideas, considering the needs of the user. • Talk about and communicate design ideas through simple drawings.	• Use a simple design brief to identify the user, purpose and key features of a product. • Develop ideas that meet simple design criteria, referring to existing products for inspiration. • Communicate ideas through labelled drawings, showing how parts and materials will be used. • Use drawings and simple mock-ups to explore how a product might work, including moving parts.	• Develop, communicate and refine design ideas in response to a design brief, considering the user, purpose, design criteria and how a product will work.
Make	• Explore and manipulate a range of materials using different tools and equipment. • Develop fine motor skills through cutting, threading, weaving, joining and shaping activities. • Experiment with different ways to join and combine materials. • Begin to make choices about materials and how to put things together.	• Use a range of tools and materials with increasing control to cut, shape, join and assemble. • Explore different ways to join materials, including temporary and permanent methods. • Develop fine motor skills through activities such as threading, weaving and using simple tools. • Make simple choices about materials and explain how they will use them. • Begin to use tools safely, following adult guidance and instructions.	• Plan the steps needed to make a product, selecting suitable materials, ingredients, components and equipment. • Explain simple choices about materials and equipment, recognising that these affect how a product looks and works. • Use tools safely and follow simple safety instructions. • Measure, mark, cut, shape and join materials with increasing control, using appropriate tools and techniques. • Apply simple finishing techniques to improve the appearance and texture of a product.	• Plan and follow a sequence of steps when making a product. • Select from a wider range of materials, ingredients, components and equipment, explaining choices by referring to their properties and suitability. • Use tools safely and independently, following appropriate safety instructions. • Measure and mark accurately, and cut, shape and join materials with increasing precision. • Use templates and known shapes to create and adapt forms for a purpose. • Apply neat and consistent finishing techniques to improve the quality and appearance of a product.	• Select and use appropriate materials, tools and techniques with increasing independence, accuracy and control, following plans and working safely to create well-finished products.

	EYFS		KS1		Moving into KS2
	Preschool	**Reception**	**Year 1**	**Year 2**	
Evaluate	• Talk about their own creations and what they like about them. • Notice and talk about similarities and differences between objects and products. • Explore how materials and objects behave, sharing simple observations.	• Talk about what they have made, describing what they like and what they might change. • Compare their creations with their original ideas or plans. • Explore and test materials and products, sharing observations about how well they work. • Share opinions about existing products and explain simple preferences.	• Talk about existing products, identifying what they like and comparing which may be better for a particular purpose. • Compare finished products with their original designs and suggest simple improvements. • Share and respond to feedback about their own and others' ideas and products. • Recognise that products can be improved and that feedback and different ideas can help.	• Evaluate a range of existing products against simple design criteria, explaining which best meets the intended purpose. • Evaluate their own products against their design criteria, considering how well they work and look. • Reflect on how effectively they used tools and techniques when making their product. • Suggest improvements to their own and others' designs and products, using feedback to develop their ideas.	• Evaluate existing and completed products against design criteria, explaining how well they meet their intended purpose and identifying ways to improve their own and others' work.
Technical knowledge	• Explore different materials and notice that they have different properties. • Notice how objects are joined together and how simple objects move. • Explore where food comes from and notice differences in the appearance, taste and texture of foods.	• Recognise that different materials have different properties and can be used for different purposes. • Explore how structures can be joined and supported, and how simple objects move. • Recognise that some materials are waterproof and that some objects float while others sink. • Recognise that food comes from plants and that different foods have different tastes and textures.	• Recognise that the shape and arrangement of materials can affect the strength and stability of a structure. • Understand that wheels and axles work together to allow objects to move. • Recognise that fabrics can be joined by sewing and that a running stitch can be used to join materials. • Understand that fruits and vegetables come from plants and that different parts of plants can be eaten. • Recognise that ingredients can be combined to make different foods and that foods have different tastes, smells and appearances.	• Understand that structures can be strengthened and made more stable through their shape, materials and construction. • Understand how wheels, axles and supporting structures work together to create a moving fairground ride. • Understand that templates help create consistent shapes and that stitching can join pieces of fabric securely. • Understand that a balanced diet includes a variety of foods from different food groups. • Recognise that different foods provide different things the body needs.	• Apply an understanding of materials, structures, mechanisms, textiles and nutrition to explain how products work, how they can be improved and how they meet particular purposes.

Vocabulary Progression in Design and Technology (D&T)

Key vocabulary is revisited and consolidated across year groups, with new vocabulary introduced progressively as pupils' knowledge and understanding develops. Repetition of key terms is intentional and supports secure understanding and confident use of vocabulary.

	EYFS		KS1		Moving into KS2
	Preschool	**Reception**	**Year 1**	**Year 2**	
Design	idea, make, plan	design, drawing, idea, plan	design, mock-up, product, sketch, test, user	design brief, design criteria, label, model, opinion, purpose, survey	Use an increasingly broad range of design and technology vocabulary to communicate ideas, describe materials and processes, explain how products work, and evaluate designs and finished products.
Make	cut, join, make, material, tool	cut, join, make, material, measure, sew, tool	decorate, even, safety, space, straight line, tools	curved, dowel, select	
Evaluate	different, like, same	better, explain, like, dislike, compare	better, compare, explain, dislike, like, worse	evaluate, improve	
Technical knowledge	food, fruit, make, move, shape, taste, vegetable	fabric, float, join, material, sink, smell, thread, turn, waterproof	**Mechanisms** axle, axle holder, mechanism, movement, wheel **Structures** base, freestanding, stable, structure, unstable **Textiles** needle, pattern, stitch, weave **Cooking and Nutrition** chop, healthy, ingredient, mix	**Mechanisms** direction, frame, lever, machine, pivot, rotate **Structures** flexible, shape, stiff, strong, weak **Textiles** running stitch, seam, sew, template **Cooking and Nutrition** balanced diet, food group, grate, peel	