



Design and Technology progression of knowledge, skills and vocabulary

Our Design & Technology curriculum helps pupils become imaginative, practical and resourceful learners. It is built around four key concepts: **Structures, Mechanisms, Cooking & Nutrition, and Function & Purpose**. These ideas help children understand how products are made, how things move, why structures stand, and how food choices keep us healthy.

Learning is carefully sequenced so pupils work with a range of materials, tools and techniques. They develop knowledge of how products are designed, made, tested and improved, using subject-specific vocabulary to explain their decisions. Children learn to adapt their ideas, refine their work and evaluate how well their product meets its purpose.

Our curriculum prepares pupils well for Key Stage 2 by building confidence with tools, accuracy in making, an understanding of healthy eating and the ability to design with a clear user and purpose in mind. Pupils begin to see themselves as designers who create functional, thoughtful and meaningful products.

Bridge Statement

In EYFS, children explore materials, use simple tools, join components, experiment with movement and prepare food safely. They make simple plans and talk about what they create. These early experiences lead into Key Stage 1, where pupils develop greater control, choose tools more deliberately and design, make and evaluate with clearer purpose. The four DT concepts provide continuity between early exploration and structured learning in KS1.

Progression of Substantive (Sticky) Knowledge			
Aspect / Strand	EYFS	Year 1	Year 2
Structures	I know materials can be joined and changed to build simple structures.	I know structures can be made stronger and more stable by choosing shapes, joins and materials carefully.	I know structures need strength, stiffness and stability to perform well and can be adapted or improved.
Mechanisms	I know simple parts can move (e.g., wheels and flaps).	I know sliders, levers and wheels create different types of movement.	I know wheels, axles and axle holders create rotational movement and must be assembled accurately.
Cooking & Nutrition	I know I must prepare food safely and can combine ingredients to make simple dishes.	I know foods come from different sources and belong to food groups.	I know a balanced diet includes different food groups and that tools are chosen for specific preparation techniques.
Function & Purpose	I know I can choose materials and tools for a purpose.	I know products are made for a user and purpose and can be described using design criteria.	I know designers adapt and improve products so they are fit for purpose and meet the user's needs.

Working as a Designer			
Skill area	EYFS	Year 1	Year 2
Designing	I can talk about what I want to make and what I need.	I can plan simple products using basic design criteria.	I can design using labelled drawings, templates and mock-ups, adapting my ideas as I work.
Making	I can use simple tools and join materials safely.	I can select and use tools, materials and components appropriately.	I can measure, cut, join and assemble materials with increasing accuracy.
Evaluating	I can talk about what I made and what I like or would change.	I can talk about what worked well and test whether my product meets its purpose.	I can evaluate my product against design criteria and suggest specific improvements.

Core Vocabulary

Tier	EYFS	Year 1	Year 2
Tier 2	purpose	strong, stable, purpose, improve, movement, control, evaluate, design, healthy, prepare	design, purpose, stiffness, stability, test, improve, healthy, balanced, evaluate, prepare, control, assemble
Tier 3	tool, material, ingredient	structure, material, shape, join, mechanism, slider, lever, axle, pivot, ingredient, hygiene, nutrition	structure, mechanism, axle, axle holder, wheel, ingredient, nutrition, recipe