






Design Technology (DT) Subject Progression:

		Nursery & Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
	Design	Children begin to explore design through basic problem-solving and hands-on activities. They create simple structures or models using a variety of materials (e.g., blocks, fabric, paper). They start to understand the concept of designing by exploring the different ways they can shape and construct objects, although their designs are often spontaneous or guided by adults.	Children learn to follow basic instructions to create designs for a specific purpose. They begin to explore simple sketches, planning their projects and considering the materials they will use. They start to understand the idea of designing with a purpose, such as creating a vehicle or a house. They discuss their ideas and begin to share their thoughts about what works and why.	Children develop their design skills by creating more detailed and specific plans for their projects. They learn to draw and label their designs, considering the function, appearance, and materials of their product. Children begin to think about user needs and preferences, making informed decisions about the design and functionality of their work. They are introduced to the concept of evaluating and improving their designs.	Children refine their design process by producing detailed sketches, considering not only the function but also the aesthetics, ergonomics, and sustainability of their designs. They create detailed plans with specific measurements and materials. Children also consider how their designs could be made using appropriate technologies and materials and how to adapt designs for real-world applications.
	Make	Children engage in simple making activities, using a variety of materials (e.g., construction toys, clay, paper) to create basic objects. They explore how to combine materials, such as gluing paper together or sticking pieces of fabric on cardboard. The focus is on experimentation and developing basic motor skills with tools such as scissors and glue sticks.	Children start to follow more structured instructions to create their designs. They use tools like scissors, glue, and tape to join materials together. They begin to learn basic construction skills, such as cutting and assembling materials to create a functional object or model. Children experiment with making different types of products, including models, toys, or simple structures.	Children develop more advanced making skills by working with a variety of tools and materials, such as cardboard, fabric, and wood. They learn how to use tools like saws, hammers, and glue guns safely, and begin to assemble and join components to create more complex models or products. They follow their design plans to build prototypes, testing and refining them as they go.	Children refine their making skills, creating high-quality, functional products based on their designs. They work with more challenging materials such as metal, wood, and plastics, and use a range of tools and techniques to shape, cut, and join materials. Children also begin to use more advanced construction methods, such as creating mechanisms (e.g., levers or pulleys) and applying finishing techniques (e.g., painting or varnishing) to their products.
	Evaluate	Children begin to reflect on their creations by discussing what they like and don't like about their projects. They engage in simple evaluation through adult guidance, such as "What worked well?" or "What could we try next time?" They are encouraged to express their ideas about their creations and those of others.	Children begin to evaluate their work by considering whether their designs work as intended. They talk about the strengths and weaknesses of their products and identify improvements they could make. They are encouraged to think about the effectiveness and functionality of their work, exploring simple ways to make changes or improve their designs.	Children evaluate their products more critically, considering the strengths and weaknesses of their designs in terms of both function and appearance. They begin to think about how their designs could be improved and what adjustments could make them better. They also reflect on the tools, materials, and processes they used, identifying what worked well and suggesting ways to refine their work.	Children develop the ability to evaluate their work in depth, considering both the success of their designs and the challenges they faced. They evaluate their products based on criteria such as usability, durability, and aesthetics, making thoughtful suggestions for improvements. They also critically evaluate the design process, considering how their work could be optimised for function, cost, or sustainability.
	Technical Knowledge	Children explore basic concepts related to how things work, such as using everyday objects to create simple machines or investigating how a toy works. They engage with materials and tools in a hands-on way, beginning to understand the properties of different materials and how they can be manipulated.	Children learn about the properties of materials (e.g., wood, fabric, plastic) and how they are used for specific purposes. They begin to understand the concept of stability and structure in design, exploring how materials can be joined or shaped. They also begin to explore basic mechanical concepts, such as wheels and axles, and how these can be used in their designs.	Children build on their understanding of materials and how to select them for a particular purpose. They learn about mechanisms such as levers, pulleys, and gears, and explore how these can be used in their designs. They also explore electrical circuits, understanding how components like batteries, bulbs, and wires work together to create simple circuits.	Children gain deeper technical knowledge, applying their understanding of materials, mechanisms, and electrical systems to create more advanced products. They explore concepts like forces, motion, and energy, using this knowledge to design and build functional products. They also begin to learn about sustainable materials and the environmental impact of their designs, exploring ways to minimise waste and energy use.
	Cooking and Nutrition	Children explore basic food concepts by engaging in sensory activities such as tasting, smelling, and feeling different ingredients. They develop basic skills like stirring, pouring, and spreading, and learn about different food types (e.g., fruits, vegetables, grains). They are introduced to simple hygiene practices, such as washing hands before handling food.	Children learn about the importance of healthy eating and the basic food groups (e.g., fruits, vegetables, proteins, grains). They start to develop basic cooking skills, such as chopping and mixing. They are introduced to the idea of food safety and hygiene, including washing hands and keeping food preparation areas clean.	Children develop their cooking skills by preparing more complex dishes, learning about nutrition and the balance of a healthy diet. They explore a wider range of ingredients and begin to understand the importance of food preparation and storage. They are introduced to concepts like portion sizes and the role of different nutrients in a balanced diet.	Children refine their cooking and nutrition knowledge, preparing a range of dishes and understanding how to select ingredients for both taste and nutritional value. They learn about special dietary requirements (e.g., vegetarian, gluten-free) and consider sustainability in food choices. They also learn about food origins and the impact of food choices on the environment.