



Shortlanesend School
Progression Overview – Design technology 2024-2025

Design & Technology Progression in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Design and Technology Progression Framework EYFS

EYFS	Birth – 3 years old	3 – 4 year olds	Reception
Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 	
Physical Development	<ul style="list-style-type: none"> • Build independently with a range of appropriate resources. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Understanding the World	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside 	<ul style="list-style-type: none"> • Explore how things work. 	<ul style="list-style-type: none"> • Explore the natural world around them.
Expressive Arts and Design	<ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.



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Design and Technology Progression in Key Stages 1 and 2

National Curriculum 2014 – statements which are either derived directly from the programmes of study for D&T or provide an age-related interpretation of the requirements are shown in regular font

School Curriculum – statements which are additional to the programmes of study for D&T are shown in red font

Design and Technology Progression Framework Key Stages 1 and 2

Designing	Key Stage 1	Key Stage 2
Understanding contexts, users and purposes	Across KS1 pupils should: <ul style="list-style-type: none"> • work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • state what products they are designing and making • say whether their products are for themselves or other users • describe what their products are for • say how their products will work • say how they will make their products suitable for their intended users • use simple design criteria to help develop their ideas 	Across KS2 pupils should: <ul style="list-style-type: none"> • work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • describe the purpose of their products • indicate the design features of their products that will appeal to intended users • explain how particular parts of their products work In early KS2 pupils should also: <ul style="list-style-type: none"> • gather information about the needs and wants of particular individuals and groups • develop their own design criteria and use these to inform their ideas In late KS2 pupils should also: <ul style="list-style-type: none"> • carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups • <i>develop a simple design specification to guide their thinking</i>
Generating, developing, modelling and communicating ideas	Across KS1 pupils should: <ul style="list-style-type: none"> • generate ideas by drawing on their own experiences • use knowledge of existing products to help come up with ideas • develop and communicate ideas by talking and drawing • model ideas by exploring materials, components and construction kits and by making templates and mock-ups • use information and communication technology, where appropriate, to develop and communicate their ideas 	Across KS2 pupils should: <ul style="list-style-type: none"> • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas In early KS2 pupils should also: <ul style="list-style-type: none"> • generate realistic ideas, focusing on the needs of the user • <i>make design decisions that take account of the availability of resources</i> In late KS2 pupils should also: <ul style="list-style-type: none"> • generate innovative ideas, drawing on research • <i>make design decisions, taking account of constraints such as time, resources and cost</i>



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Making	Key Stage 1	Key Stage 2
Planning	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • <i>plan by suggesting what to do next</i> • select from a range of tools and equipment, <i>explaining their choices</i> • select from a range of materials and components according to their characteristics 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • select tools and equipment suitable for the task • <i>explain their choice of tools and equipment in relation to the skills and techniques they will be using</i> • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • <i>order the main stages of making</i> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • <i>produce appropriate lists of tools, equipment and materials that they need</i> • <i>formulate step-by-step plans as a guide to making</i>
Practical skills and techniques	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • measure, mark out, cut and shape materials and components • assemble, join and combine materials and components • use finishing techniques, including those from art and design 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • accurately measure, mark out, cut and shape materials and components • accurately assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design • <i>use techniques that involve a number of steps</i> • demonstrate resourcefulness when tackling practical problems

Evaluating	Key Stage 1	Key Stage 2
Own ideas and products	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • talk about their design ideas and what they are making • make simple judgements about their products and ideas against design criteria • <i>suggest how their products could be improved</i> 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • <i>evaluate their ideas and products against their original design specification</i>
Existing products	<p>Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> • what products are • who products are for • what products are for • how products work • how products are used • where products might be used • what materials products are made from • what they like and dislike about products 	<p>Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused <p>In late KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose
Key events and individuals	Not a requirement in KS1	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products



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Technical knowledge	Key Stage 1	Key Stage 2
Making products work	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • <i>that 3-D textiles product can be assembled from two identical fabric shapes</i> • <i>that food ingredients should be combined according to their sensory characteristics</i> • <i>the correct technical vocabulary for the projects they are undertaking</i> 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • <i>that materials can be combined and mixed to create more useful characteristics</i> • that mechanical and electrical systems have an input, process and output • <i>the correct technical vocabulary for the projects they are undertaking</i> <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control their products • how to make strong, stiff shell structures • <i>that a single fabric shape can be used to make a 3D textiles product</i> • <i>that food ingredients can be fresh, pre-cooked and processed</i> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework • <i>that a 3D textiles product can be made from a combination of fabric shapes</i> • <i>that a recipe can be adapted by adding or substituting one or more ingredient</i>

Cooking and nutrition	Key Stage 1	Key Stage 2
Where food comes from	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking
Food preparation, cooking and nutrition	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in the Eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i> • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health