

# Elmtree Infant and Nursery School – Curriculum Progression Design and Technology 2025-2026

## EYFS Design and Technology Curriculum Progression 2025/2026

Children in the EYFS engage in high quality learning through child and adult led experiences. This often leads to discussions and experiences that may touch on subjects that have not been directly taught yet via adult led provision.

The curriculum progression mapped out below is a guide for teachers of when to teach key elements of the ‘Design and Technology curriculum’, however, they are also actively encouraged to engage in discussions and experiences as they appear during child led learning.

### Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical me	Celebrating Our World	Traditional Stories	Spring	On the Farm	The Very Hungry Caterpillar

<p>EYFS Children Aged 3-4 (Nursery) Statements</p>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> </ul> <p><b>UW</b></p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>
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**Reception**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me	Celebrating Our World	People Who Help Us	Ready, steady, grow	Once upon a time	Pack your bags

<p>EYFS Children in Reception Statements</p>	<p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving with developing control.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>EAD</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG</b></p> <p><b>PD (Fine motor skills)</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><b>ELG</b></p> <p><b>EAD (Creating with materials)</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
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## KS1

### NC

Subject content Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

### **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

<b>Year 1 Design and Technology Curriculum Progression 2025/2026</b>			
<b>Term</b>	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
<b>Topic</b>	<b>Transport Structures</b>	<b>Healthy Salads</b>	<b>Bunting</b>
<b>NC Statements</b>	<p>Explore and evaluate a range of existing products.</p> <p>Select from and use a range of materials.</p>	<p>Understand where food comes from.</p> <p>Explore and evaluate a range of existing products.</p>	<p>Explore and evaluate a range of existing products in context.</p> <p>Select from and use a range of textiles according to their characteristics.</p>

	<p>Design purposeful and functional product.</p> <p>Explore their ideas against design criteria and evaluate it.</p> <p>Explore how structures can be made stronger.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p>	<p>Select from and use a range of tools and equipment.</p> <p>Design purposeful and functional products based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p>
<p><b>GDS</b></p> <p><b>Stretch and Challenge</b></p>	<ul style="list-style-type: none"> <li>• Make detailed annotations and drawings including measurements.</li> <li>• Amend their product to improve its outcome stick tightly to the brief and consider the end user's needs and preferences throughout the process</li> <li>• Modify and refine ideas as they progress explaining clearly why they have made changes</li> <li>• Display high quality presentation and precision throughout the process of design and make.</li> <li>• Demonstrate a creative response to the problem</li> <li>• Use subject specific words when evaluating a product and identify future improvements</li> <li>• Pupils will likely amend their product to improve its outcome, think critically about and comment on other products and their own product</li> </ul>		

<b>Year 2 Design and Technology Curriculum Progression 2025/2026</b>			
<b>Term</b>	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Building Structures</b>	<b>Healthy Pizza</b>	<b>Hand Puppets</b>
<b>NC Statements</b>	<p>Explore and evaluate a range of existing products.</p>	<p>Explore and evaluate a range of existing products.</p> <p>Understand where food comes from.</p>	<p>Explore and evaluate a range of existing products.</p> <p>Generate, develop, model and communicate their ideas through</p>

	<p>Design purposeful, functional and appealing products based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.</p> <p>Evaluate their ideas against design criteria.</p>	<p>Use the basic principles of a healthy and varied diet.</p> <p>Use and select a range of tools to perform practical tasks.</p> <p>Design purposeful, functional, appealing products for themselves based on a design criteria.</p> <p>Generate, develop, model and communicate ideas.</p> <p>Evaluate their ideas and products.</p>	<p>talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, finishing and joining)</p> <p>Select from a wide range of materials and components, including textiles, according to their characteristics</p> <p>Evaluate ideas and products against a design criteria</p>
<p><b>GDS</b></p> <p><b>Stretch and Challenge</b></p>	<ul style="list-style-type: none"> <li>• Make detailed annotations and drawings including measurements.</li> <li>• Amend their product to improve its outcome stick tightly to the brief and consider the end user's needs and preferences throughout the process</li> <li>• Modify and refine ideas as they progress explaining clearly why they have made changes</li> <li>• Display high quality presentation and precision throughout the process of design and make.</li> <li>• Demonstrate a creative response to the problem</li> <li>• Use subject specific words when evaluating a product and identify future improvements</li> <li>• Pupils will likely amend their product to improve its outcome, think critically about and comment on other products and their own product</li> </ul>		