	EYFS and KS1 DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION MAP		
Skills & Knowledge – Design, Make, Evaluate, Technical knowledge	*Our intent is for children to become creative and curious thinkers, who are willing to take risks with their designs, venturing beyond conventional ideas and embracing innovative solutions without fear of failure. Additionally, we want all children to have the confidence to critically assess their own work, identifying both its strengths and areas for improvement. Through this reflective process, our hope is that they learn that every outcome—successful or not—is a valuable opportunity for growth.*		
	Year R	**Year 1**	**Year 2**
Autumn Term	**Junk Modelling – (Structures and Mechanisms)** **In this topic, children will learn:** How to use junk modelling to begin to explore the design process: designing, making, testing, and evaluating their creations. Through junk modelling children begin to understand how to build stronger, stiffer, and more stable structures using various joining techniques (glue, tape and string). **** I can create a model using a range of materials.***	**Fruit kebabs (Food and Nutrition)** **In this topic, children will learn:** The journey of food from its source to the plate. They will begin by investigating the origins of food, understanding that fruits and vegetables grow on plants and trees, and developing a foundation for healthy eating. Through hands-on activities, children will learn to select and safely use a range of tools, mastering essential techniques like basic cutting and skewering while adhering to key hygiene and safety practices. Finally, they will apply this knowledge to design their own simple food creations, making informed choices based on their understanding of nutrition and evaluating their finished product against its original purpose. ****I can select from and use a range of tools and equipment to perform practical tasks e.g. basic cutting, skewering***	**Rockets (Mechanisms)** **In this topic, children will learn:** In this topic, children will learn about the mechanisms to create their own rocket alongside their 'Moon to Mars' topic in history. They will develop their problem-solving and creativity skills by designing their own rockets, generating ideas through class and group discussion, sketching concepts, and building simple prototypes. Children will gain hands-on experience using a variety of equipment to cut, shape, join, and finish all of the elements of their designs. They will also choose from a range of materials available, including different construction resources, to bring their rockets to life. At the end of the unit, they will evaluate their designs, reflecting on what worked well and how their creations could be improved in the future. **** I can select from and use a wide range of materials and components, including construction materials and textiles to create a rocket and evaluate my design against the original success criteria.***
Spring Term	**Drawings, Painting, Printing Animal Patterns** **In this topic, children will learn:** Creative ways to make animal pattern prints using paintbrushes and small tools such as scissors. Through hands-on activities, they will experiment with different textures and shapes, printing patterns like stripes, spots, and scales inspired by animals. These activities help develop their fine motor skills and hand-eye coordination, laying a strong foundation for working with materials. By engaging in simple textile-related techniques, children begin to learn the very early skills of textiles, such as cutting, painting, and pattern-making, which prepares them for more structured art and design tasks in Year 1. ****I can experiment with colour and use small tools to create animal pattern prints.***	**Wheels and Axels (Mechanisms)** **In this topic, children will learn:** How wheels and axles create movement. They will discover why this simple mechanism is so important for vehicles and then design their own rolling toy. To bring their designs to life, children will use materials like card and wooden dowels, learning to connect them with glue and tape. They will also practice safely using tools such as scissors and hole punches. Finally, children will test their creations, discussing what worked well and how they could improve their design for a smoother ride. * ***Use a range of construction materials (e.g. card, wooden wheels, straws). Assemble using simple joins (e.g. glue, tape).***	**Fairtrade Wraps (Food and Nutrition)** **In this topic, children will learn:** To design and make their own Fairtrade wraps, directly connecting to their Humanities topic on Africa. This hands-on experience will teach them that some food comes from other countries and the importance of the Fairtrade initiative, whilst also deepening their understanding of healthy eating by exploring different food groups and how to create a balanced meal. To bring their designs to life, children will select from and use a range of tools and equipment to perform practical tasks such as measuring, mixing, and food preparation, all under a strong emphasis on kitchen safety and hygiene, including the safe handling of sharp equipment.

			**** I can select from and use a wide range of materials, ingredients and components to make a healthy Fairtrade wrap.***
Summer Term	**The Natural World** **In this topic, children will learn:** In this unit, children join Eddie the Penguin on an exciting journey of discovery, becoming keen explorers of the world around them. Through hands-on activities, they are encouraged to make careful observations, notice how things work, ask inquisitive questions, and begin to investigate their findings. These very abilities to observe, question, and investigate directly feed into the foundational knowledge they will need in Year 1 for their Design and Technology lessons, where they will begin to understand and create their own simple mechanisms. ****I can observe how things work and ask questions.***	**Finger Puppets (Textiles)** **In this topic, children will learn:** To design and construct a functional finger puppet to perform in a show, learning key principles of textiles and creation. The project starts with an exploration of fabric as a material, considering its properties to ensure the final product is comfortable and fits well. As designers, children will make decisions on colour, shape, and decoration before learning to safely cut materials and join them with simple stitches or glue. They will then add personalised details with buttons and felt shapes. The unit concludes with children evaluating their work, sharing what they enjoy about their design and how successfully it functions as a finger puppet. . ****I can make simple design decisions (e.g. colour, shape, decorations).***	**Sewing an Ocean Bag (Textiles)** **In this topic, children will learn:** To design and create their own ocean-themed bag, exploring both creativity and practical skills. They will discover how different fabrics vary in texture, strength, and appearance, and learn that a well-made bag must be both functional and durable. Using a simple pattern as a guide, children will plan their designs with purpose and decoration in mind. They'll practice cutting fabric more precisely and use running stitch to sew pieces together, building confidence in handling scissors, needles, and thread under supervision. Finally, they'll evaluate their finished bag—reflecting on how well it works and how it looks—and identify one way they could improve it in the future. ****I can use a simple stitch technique to create a functional bag.***
NC End of Key Stage Expectations	**By the end of EYFS children should be taught:** Key Areas & Activities: ● Expressive Arts & Design (EAD): ○ Creating with Materials: Experimenting with colour, texture, form, and function using diverse media. ○ Being Imaginative & Expressive: Using props in role-play and developing creative ideas. ● Understanding the World (UW): ○ Exploring the Natural & Built World: Observing how things work (ice melting, magnets), asking questions, and investigating. ○ ICT & Problem-Solving: Engaging with technology and solving problems in context. ● Physical Development (PD): ○ Fine Motor Skills: Using small tools like scissors, paintbrushes, and developing dexterity.	**By the end of KS1 children should be taught:** 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.	