

Curriculum Skills Progression

Design Technology

Angela Adams October 2026

Introduction.

This document sets out the sequence, progression and end-point expectations for Design & Technology at Hollinhey Primary School.

The curriculum is organised through the interrelated elements of **Designing, Making, Evaluating and Technical Knowledge**. The DT Association Projects on a Page scheme provides a progressive sequence of learning that develops children's understanding and application of these skills across a range of contexts, including mechanisms, structures, textiles, food and nutrition, and electrical systems. Together, these elements ensure comprehensive coverage of the National Curriculum for Design and Technology and support pupils in becoming creative, innovative and reflective designers.

Curriculum Sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**3D Modelling & sculpture** **Collage** *Expressive arts and design: creating with materials* **Food activities**		**3D Modelling & sculpture** **Collage** *Expressive arts and design: creating with materials* **Food activities**		**3D Modelling & sculpture** **Collage** *Expressive arts and design: creating with materials* **Food activities**	
Reception	**Being Creative** Materials and textures Collage – joining with glue **Food Activities**		**Being Creative** Materials and textures Collage – joining different materials with tape and glue **Food Activities**		**Being Creative** Materials and textures Collage – joining materials in different ways **Food Activities**	
Year 1		**Fire Engines** (Wheels and axles)	**Freestanding Structures**			**Fruit kebabs** (Preparing Fruit and Vegetables)
Year 2		**Poppy pins** (Textiles)	**Sandwiches** (preparing fruit and vegetables)			**Moving Pictures** (Sliders and Levers)
Year 3		**Moving Christmas cards** (Levers and Linkages)		**Mini-quiches and coleslaw** (Healthy & varied Diet)		**Treasure Chests** (shell structures)
Year 4				**Torches** (simple circuits)	**Tomato and vegetable pasta** (Healthy & varied Diet)	**Bags/purses** (Textiles)
Year 5	**Shelters** Frame structures	**Viking Stew** Celebrating seasonality	**CAMs toys** Levers & mechanisms			
Year 6				**Buggies** More complex switches		**Calzone** Celebrating seasonality

Knowledge and Skills Progression

Year Group	**Designing**	**Making**	**Evaluating**	**Technical Knowledge**
Nursery	Explore materials and talk about what they might make. Choose resources for a purpose during play.	Use construction kits, blocks, playdough and large-scale materials to create simple models.	Talk about what they have made. Share likes and dislikes.	Begin to recognise that different materials have different properties and uses.
Reception	Develop ideas through drawing, role play and discussion. Design simple products linked to stories and experiences.	Join, build and construct using a variety of materials and tools safely.	Explain what they have made and identify what worked well.	Explore how structures are built and how materials can be joined. Begin to understand healthy food choices.
Year 1	Generate ideas and design purposeful products for a user.	Measure, mark out, cut and join materials safely.	Describe strengths of products and suggest improvements.	Understand wheels, axles and simple structures. Know basic food hygiene.
Year 2	Develop ideas through drawings and templates.	Use tools and materials accurately with growing independence.	Evaluate products against simple design criteria.	Understand sliders, levers and basic textile techniques.
Year 3	Create detailed labelled sketches and develop design criteria.	Select appropriate tools and joining techniques.	Investigate existing products and evaluate effectiveness.	Understand levers, linkages, shell structures and healthy eating principles.
Year 4	Develop and communicate ideas using annotated sketches and prototypes.	Manufacture products with increasing precision.	Evaluate products throughout the design process.	Understand simple electrical circuits, textiles construction and nutrition.
Year 5	Carry out research and develop detailed specifications.	Use a wide range of tools and materials accurately.	Test and refine products against design criteria.	Understand frame structures, mechanical systems and seasonality in food.
Year 6	Design innovative products for specific users and purposes.	Demonstrate precision, independence and high-quality finishing.	Critically evaluate and improve products.	Understand electrical systems incorporating motors and complex switches alongside advanced food technology concepts.

End Points and Unit Breakdown

	• **Nursery**	**Reception**	**Year 1** Fruit Salad Fire Engines Houses	**Year 2** Sandwiches Hand Puppets Moving pictures	**Year 3** Mini Quiches and coleslaw Moving Christmas Cards Treasure Chests	**Year 4** Tomato Pasta Bake Bags/purses Torches	**Year 5** Viking Stew Cams Toys Shelters	**Year 6** Calzone Buggies
Developing, planning and communicating ideas.	• Explore a range of materials, tools and construction resources through play. • Talk about what they are making and the materials they would like to use. • Choose resources for a purpose with adult support. • Begin to develop their own ideas based on first-hand experiences and stories. • Join in discussions about products they know and	• Express their ideas about what they would like to make and how they will create it. • Draw on their own experiences, stories and observations to generate ideas. • Talk about the purpose of their design or model. • Choose materials and resources that are appropriate for their intended outcome.	• Draw on their own experience to help generate ideas • Identify the purpose for what they intend to design and make • Suggest ideas and explain what they are going to do • Develop their design ideas through discussion and labelled drawings	• Generate ideas, drawing on their own and other people's experiences • Identify a user and purpose for what they intend to design and make • Identify simple criteria • Suggest ideas and explain what they are going to do when given a selection of equipment and materials • Develop their design ideas through	• Generate ideas for an item, considering its purpose and the target user/s • establish criteria for a successful product. • Think about the order of their work before starting, choosing from a variety of tools and materials • Develop their design ideas through discussion, observation , labelled drawing and simple modelling	• Generate ideas, for an item, considering its purpose and target user group • With support, draw up a simple specification for their design • Explore and develop their design ideas through discussion, observation , labelled drawings, exploded diagrams and modelling • Develop a clear idea of what has to be done,	• Generate ideas through brainstorming and research, using ICT where appropriate • Identify a purpose and audience for their product • Draw up a specification for their design • Communicate their ideas through discussion and detailed labelled drawings using ICT programmes where appropriate, including cross-sectional drawings and exploded diagrams	• Generate ideas through brainstorming and research , using ICT where appropriate • identify a purpose and audience for their product. • Develop a design specification • Communicate their ideas through discussion and detailed labelled drawings using ICT programmes where appropriate, including cross-sectional drawings and exploded diagrams • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail

	use in everyday life. • Make simple representations of their ideas through marks, drawings and models. • Show curiosity about how things work and investigate how objects move or fit together. • ▪ Describe their creations using simple vocabulary.	• Plan through discussion with adults and peers. • Represent ideas through drawings, models and role play. • Explore different ways of making a product and discuss possible solutions to simple problems. • Use simple design vocabulary to describe their ideas and creations. • Begin to explain why they have chosen particular materials or resources.		discussion, observation , labelled drawing and simple modelling		planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail	• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working with tools, equipment, materials and components to make quality products (inc food)	• Safely explore and use a variety of materials, tools and techniques. • Develop fine motor skills through cutting, tearing, rolling, moulding and joining materials. • Build simple structures using construction kits, blocks and recycled materials. • Join materials using simple methods such as glue, tape and slotting. • Explore fabrics and textiles through	• Safely use and explore a variety of materials, tools and techniques. • Select appropriate materials and resources for a given purpose. • Measure, mark, cut and join materials with increasing control and accuracy. • Build simple structures using construction materials, recycled resources and joining techniques. • Explore how structures can be made stronger, stiffer and more stable. • Use simple mechanisms such as	• Make their design using suggested appropriate tools and techniques • With support, measure, mark out, cut and shape a range of materials • With support, use everyday tools eg ruler, scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Understand and use simple axles and wheels • Select and use appropriate ingredients,	• Begin to select tools and materials; use vocab' to name and describe them • With support, Measure, mark out, cut and score a range of materials with some accuracy • Use a range of hand tools safely and appropriately, eg ruler, scissors, hole punch, stapler, sewing needle, saw • Assemble, join and combine materials using a variety of methods • Use simple sliders, and levers to create movement in products • Cut, shape and join fabric using	• Select tools and techniques for making their product • Measure, mark out, cut, score and assemble a range materials with more accuracy • Develop and use 2D nets to create 3D structures. • Use a range of hand tools safely and appropriately, eg ruler, scissors, hole punch, stapler, • Use levers and linkages in products • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Select and use appropriate ingredients,	• Suggest and select tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately • Use a range of hand tools safely and appropriately, eg scissors, stapler, sewing needle • Measure, tape or pin, cut and join fabric with some accuracy. Add embellishment using sewing techniques. • Think about their ideas as they make progress and be willing change things	• Suggest and select appropriate materials, tools and techniques for making their product • Measure and mark out, cut and shape a range of materials with accuracy • use different tools and equipment safely and accurately to join and combine materials and components. • a range of hand tools safely and appropriately, eg scissors, hole punch, stapler, saw, glue gun • Make necessary modifications as they go along • Understand how to strengthen, stiffen and reinforce 3-D frameworks to create frame structures. • • select and use appropriate ingredients, processes and tools, including hob and oven	• Select appropriate tools, materials, components and techniques for making their product • Measure and mark out, cut and shape a range of materials with accuracy • use different tools and equipment safely and accurately to join and combine materials and components. • Construct products using permanent joining techniques Use a range of hand tools safely and appropriately, eg scissors, hole punch, stapler, saw, glue gun, craft knife, soldering iron • Make necessary modifications as they go along • Use electrical systems in products e.g. moving vehicle • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT to

	sticking, weaving, wrapping and simple threading activities. • Investigate simple mechanisms such as push, pull, open and close. • Observe everyday products that use electricity, such as torches and lights. • Help to prepare simple foods by washing, mixing, spreading and assembling ingredients. • Begin to learn and follow basic hygiene routines such as washing	wheels, axles, hinges and moving parts in models. • Join fabrics using simple sewing, weaving, lacing or sticking techniques. • Explore everyday products that use electricity, such as torches, lights and battery-operated toys. • Prepare simple foods by cutting soft ingredients, spreading, mixing and assembling. • Demonstrate good food hygiene practices, including washing hands and	processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product	basic sewing techniques • Select and use appropriate ingredients, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Choose and use appropriate finishing techniques	processes and tools • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT	if this helps them improve their work • Use simple electrical circuits in products • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT • select and use appropriate ingredients, processes and tools, including the hob and oven • Demonstrate hygienic food preparation and storage	• Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT to create a high quality product • Understand how mechanical systems such as cams or pulleys or gears create movement.	create a high quality product • select and use appropriate ingredients, processes and tools , including the hob and oven • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens

	hands before food preparation. • Use simple tools safely with adult supervision.	cleaning surfaces. • Use tools such as scissors, rolling pins, cutters and spreaders safely and appropriately. • Add simple finishing touches to improve the appearance of their products.						

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating processes and products	• Talk about what they have made. • Share their creations with others. • Describe what they like about their model, picture or product. • Talk about how they made their	• Share their creations with others and explain how they made them. • Talk about what they like about their work. • Describe the materials and tools they used.	• Talk about their product, saying what they like and dislike about it and discussing how well it works in relation to the purpose and original design. • Talk about the making process and what went well and difficulties they overcame	• Talk about their product, saying what they like and dislike about it and discussing how well it works in relation to the purpose and original design. • Evaluate against given criteria • Talk about the making process and what went well and	• Disassemble and evaluate familiar products in order to create own design • Talk about the making process and what went well and difficulties they overcame • Identify strengths and possible	• Disassemble and evaluate familiar products in order to create own design • Evaluate their work during and at the end of the assignment and identify strengths and difficulties	• Disassemble and evaluate existing products in order to create own design • Evaluate their products, against the design specification, identifying strengths and areas for development,	• Disassemble and evaluate existing products in order to create own design • Evaluate their products, against the design specification, identifying strengths and areas for development,

	product with adult support. • Suggest simple changes they might make next time. • Compare their work with real-life objects and products. • Listen to and respond to comments from adults and peers.	• Explain how their product works or what it is designed to do. • Discuss what worked well and any difficulties they encountered. • Compare their product with their original idea. • Suggest simple improvements they could make next time. • Listen to and respond positively to feedback from adults and peers.		difficulties they overcame • Identify strengths and possible changes they might make	changes they might make • Evaluate their product against original design criteria e.g. how well it meets its intended purpose,	• Evaluate their product against original design criteria e.g. how well it meets its intended purpose, • Evaluate their products carrying out appropriate test, using set criteria	and carrying out appropriate tests • Evaluate their own work and seek evaluation from others	and carrying out appropriate tests • Evaluate their own work and seek evaluation from others