



DESIGN & TECHNOLOGY CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's early design thinking, practical skills, technical language and safe working develop from Nursery to Reception at Park Road Academy. It reflects the school themes and provides a clear foundation for the Year 1 Design and Technology curriculum.

EYFS curriculum position

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Design and Technology is developed primarily through Expressive Arts and Design: Creating with Materials and Physical Development: Fine Motor Skills, with links to Understanding the World, Mathematics, Communication and Language and Personal, Social and Emotional Development. Children explore real objects, materials, food and simple problems through purposeful play.

Progression principles

EXPLORE & INVESTIGATE	DESIGN THROUGH PLAY	MAKE, TEST & CHANGE	SAFE & INDEPENDENT
Children handle materials, products, tools and ingredients to discover properties and possibilities.	Ideas develop through talk, drawing, construction, role play, stories and simple real-life problems.	Children build, prepare, try and improve products rather than reproducing identical adult models.	Adults model safe routines and vocabulary while children make increasingly purposeful choices.

Curriculum strands

Designing	Making	Evaluating	Structures & Mechanisms	Textiles & Materials	Cooking & Nutrition
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Key vocabulary is indicative rather than exhaustive. Adults should model words through real materials, products, food preparation and meaningful design problems.



EYFS Design & Technology Curriculum Map

Themes, practical opportunities and progression emphasis

How the map should be used

The half-termly themes give meaningful contexts for designing and making. Examples are flexible and should be extended through child-initiated construction, role play, food preparation and problem-solving in continuous provision.

Nursery

Half term	Theme	Core D&T experiences	Progression emphasis	Links to strands
Autumn 1	What makes me special?	Design and test name badges, simple containers, models of familiar objects and products for a chosen person.	Making choices; simple joining; talking about a user and purpose; fine-motor control.	Design; Make; Evaluate
Autumn 2	What do I celebrate?	Make celebration hats, decorations, gift boxes and party products; explore folding, joining, pattern and food linked to celebrations.	Selecting materials for a purpose; joining; decorating; following a simple sequence.	Design; Materials; Food
Spring 1	Can you tell me a tale?	Create puppets, props, small-world models and character products for storytelling and role play.	Representing an idea; choosing materials; simple moving or joining features; explaining use.	Textiles; Structures; Purpose
Spring 2	What do you see on the Farm?	Build animal shelters, model farms and moving tractors; explore farm foods and where ingredients come from.	Stability; construction; wheels and movement; food origin; testing and changing.	Structures; Mechanisms; Food
Summer 1	Who are our helping heroes?	Design safety badges, helmets, emergency vehicles and role-play equipment for a helping hero.	User and purpose; protection; strong joins; selecting shape and material.	Design; Structures; Evaluate
Summer 2	Where shall we travel to?	Design and build boats, cars or planes; test on ramps or water; make tickets, maps and travel products.	Movement; floating and sinking; testing fairly; modifying after observation.	Mechanisms; Structures; Test



Reception Design & Technology Curriculum Map

Themes, practical opportunities and progression emphasis

Reception progression

Reception revisits Nursery experiences with more deliberate planning, accurate tool use, technical talk, testing and independence. Children begin to explain why a product works and how it could be improved.

Reception

Half term	Theme	Core D&T experiences	Progression emphasis	Links to strands
Autumn 1	Who am I? / Who lives around me?	Explore homes and buildings; design and construct a model home; make useful gifts or cards for a known user.	User-focused design; stable structures; planning with talk or drawing; secure joining.	Design; Structures; Evaluate
Autumn 2	Where will my imagination take me?	Invent toys and games from loose parts and recycled materials; create moving or interactive features.	Generating alternatives; prototypes; mechanisms; solving problems during making.	Design; Mechanisms; Make
Spring 1	What happens in our world?	Reuse packaging to make a useful classroom product; compare materials and consider waste.	Material properties; sustainability; functional purpose; testing against a need.	Materials; Evaluate; Sustainability
Spring 2	Do I want to be a knight? / How did people from the past get around?	Make shields, crowns, armour, carts and boats; explore how historical products were constructed and used.	Templates and shaping; structure; wheels and axles; products from the past.	Structures; Mechanisms; Context
Summer 1	Where do animals live? / Are minibeasts like me? / How does your garden grow?	Design and build a bug hotel, shelter or garden tool; explore food grown in gardens.	Stability; suitable materials; weather resistance; user or animal needs; food origin.	Structures; Design; Food
Summer 2	Do I want to be a pirate?	Design boats and waterproof containers; make maps and adventure products; test and improve in water or role play.	Fair testing; waterproofing; buoyancy; purposeful modification; presentation.	Structures; Test; Evaluate



EYFS Design & Technology Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

A concise overview of designing, making, evaluating, technical knowledge, textiles, cooking and safe practice across Park Road Academy EYFS.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Designing	Talks about what to make and who may use it; chooses from familiar materials.	Identifies a simple purpose or user; represents ideas through talk, drawing, modelling or construction.	Generates and communicates a simple design idea for a known user and purpose.	user, purpose, idea, design, choose, plan
Making	Manipulates, cuts, folds, joins, stacks and mixes with support.	Selects tools and materials more purposefully; follows a short sequence; joins and assembles with growing control.	Selects and uses familiar tools and materials safely to make a purposeful product.	tool, material, cut, join, build, assemble
Evaluating	Tries a product and expresses a preference or problem.	Tests whether a product works; compares with an idea; makes a simple improvement.	Tests, explains a successful feature and makes a purposeful change.	test, work, problem, change, improve, successful
Structures & mechanisms	Builds, stacks and balances; explores ramps, wheels and moving parts.	Makes more stable structures; explores wheels, axles, levers, floating and waterproofing.	Builds a stable structure or simple moving product and explains how it works.	structure, stable, base, wheel, axle, move
Textiles & materials	Explores fabric, card, loose parts and joining methods.	Chooses materials for properties; uses templates, threading, simple sewing or secure joins where appropriate.	Chooses suitable materials and joins for a simple functional or decorative product.	fabric, flexible, strong, template, thread, join
Cooking & nutrition	Explores ingredients through washing, tearing, mixing and tasting.	Names food origins; follows hygiene routines; uses simple preparation techniques; evaluates taste and texture.	Prepares a simple healthy product safely and talks about ingredients and food origin.	ingredient, fruit, vegetable, wash, mix, healthy
Vocabulary & safe practice	Uses everyday words to describe making and follows adult-led safety routines.	Uses more precise technical words and handles familiar tools with increasing responsibility.	Explains design and making choices using simple subject language and follows safe routines.	safe, tool, design, make, evaluate, material

Implementation note: Children do not progress through a fixed sequence of identical products. Progress is shown through richer investigation, clearer purpose, stronger practical control, more systematic testing, increasingly precise language and growing independence.



Using the EYFS Progression Document

Planning, continuous provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar tools, materials, foods, construction and joining experiences.	2 PROVIDE A REAL PURPOSE Use stories, role play and everyday needs to create a meaningful user and design problem.	3 MODEL SAFELY Demonstrate safe tool use, hygiene, joining, building and technical vocabulary.
4 ALLOW EXPLORATION Provide repeated access to construction, malleable, textile and food experiences before a focused outcome.	5 TEST & TALK Prompt children to try, compare, explain and change rather than praise appearance only.	6 NOTICE INDEPENDENCE Assess growing control, decision-making, persistence and transfer across provision.

What progression should look like in children's learning

KNOW MORE Recognises more products, materials, properties, food origins and simple technical ideas.	DO MORE Uses familiar tools and practical techniques with greater control, safety and independence.	CHOOSE MORE Selects materials, ingredients and joining methods for a simple user and purpose.	TEST MORE Tries products, notices problems and makes purposeful changes.	EXPLAIN MORE Uses increasingly precise words to describe ideas, making and evaluation.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children say what they are making, who it is for, what they chose and what they changed?	OBSERVATION & OUTCOMES Do children show increasing control, safe practice, stable joining, testing and independence?	CONTINUOUS PROVISION Are construction, textiles, tools, food and design problems available repeatedly across themes?	ASSESSMENT & TRANSITION Does evidence show readiness to design, make and evaluate a purposeful Year 1 product?
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End-of-Reception readiness for Year 1 Design and Technology

DESIGNING Identifies a simple user and purpose and communicates an idea through talk, drawing or modelling.	MAKING Selects familiar tools and materials and uses them safely to cut, shape, join, assemble or prepare.	EVALUATING Tests whether a product works, describes one successful feature and makes a simple improvement.
TECHNICAL KNOWLEDGE Builds a stable structure or simple moving product and uses basic technical vocabulary.	MATERIALS & TEXTILES Chooses materials for simple properties and uses a suitable joining or construction method.	COOKING & NUTRITION Prepares a simple food product hygienically and talks about ingredients, taste and healthy choices.

This document should be read alongside the Design and Technology Long-Term Overview, EYFS planning, continuous-provision expectations, food-safety guidance, assessment evidence and the whole-school Design and Technology Curriculum Progression.