TOYNTON ALL SAINTS PRIMARY SCHOOL

Design and Technology Progression

EYFS to Year 6 | Curriculum cycle 2026–27

Progression overview

Designing for users and purposes

Planned progression
• Choose materials and talk about a home, decoration, snack, vehicle or shelter made for a simple purpose.
• Draw and explain an idea for a specified user; choose materials, joins or ingredients and use simple criteria.
• Design salads, moving pictures and textile faces for an intended user; communicate ideas through drawings, templates and mock-ups.
• Investigate products, develop criteria and annotated designs for juggling balls, kites and healthy dishes.
• Investigate products and develop annotated designs, criteria and material choices for textiles, kites and edible products.
• Produce detailed annotated designs and models for structures, global food and a functional phone case.

Making and technical knowledge

Planned progression
• Join, stack, balance and combine boxes, tubes, fabric, food and reclaimed materials; explore how toy vehicles move.
• Use templates, simple running stitch, wheels and axles, child-safe food tools and stronger joins; build stable shelters.
• Cut, peel, grate and combine ingredients safely; cut and join components; use sliders, levers and a running stitch.
• Measure, cut, shape and join textiles accurately; select materials for kite strength and flight; prepare seasonal ingredients safely.
• Apply accurate textile construction, structural selection for kite performance and safe preparation of garden ingredients.
• Measure, mark, cut and assemble stronger structures; cook savoury dishes and adapt recipes; use templates, precise cutting and a range of stitches.

Cooking and nutrition

Planned progression
• Taste farm produce, follow hygiene routines and combine ingredients for a simple snack.
• Choose ingredients for a healthy snack, prepare safely and explain where ingredients come from.
• Use the Eatwell Guide, follow simple recipes, identify food groups and explain healthy variety and food origins.
• Explain growth, seasonality and balanced diets; plan and prepare healthy dishes using garden ingredients.
• Apply seasonality and healthy-diet knowledge to plan, prepare and evaluate edible-garden dishes.
• Design and adapt culturally influenced recipes; measure accurately, cook savoury dishes independently and apply nutrition and seasonality.

Testing, evaluating and improving

Planned progression
• Talk about what was made and explore whether it works.
• Test movement, strength or stability; evaluate against simple criteria and improve.
• Evaluate products against design criteria and explain the effectiveness of mechanisms, joins and food outcomes.
• Test performance, appearance and durability and suggest improvements using evidence.
• Evaluate effectiveness, appearance, durability and flight performance; refine products against criteria.
• Test structures and recipes; modify designs to improve performance; evaluate functional and aesthetic material choices.

Structures, mechanisms and textiles

Planned progression
• Explore structures, simple vehicle movement and basic fabric joining.
• Build stable structures, apply wheels and axles and use a simple running stitch.
• Use sliders and levers for movement and simple stitches and templates for textile products.
• Develop accurate textile joining and stable kite structures.
• Refine textile accuracy and structural choices for strength, stability and flight.
• Strengthen and stabilise structures; select and apply a range of stitches and finishing techniques for a functional case.