

Design & Technology Curriculum Overview 2025 – 2026

By the end of Nursery	By the end of Reception	By the end of Year 1	By the end of Year 2
Design			
Children will: • Experience vocabulary which applies during the design and creation process. • Explore and investigate a variety of materials and explore which materials could be used and why. • Design and adapt during creation and construction.	Children will: • Understand the relevant vocabulary which applies to designing and making. • Recognise different materials and begin to understand which materials can be used and why. • Create a design for what is being built and begin to label using key terminology.	Children will: • Understand the purpose behind what it is that is being made, including exploration of similar products created previously, e.g. before sewing, look at some products created by Explore & Create in St Ives. • Create a design based on previous exploration including key terminology e.g. which materials have been used and why. • Create a design using a range of relevant vocabulary and verbally discuss choices made.	Children will: • Understand and recognise the real life applications of the product they are making including the implications of this and the implementation of the product. • Explore a range of existing products and show an awareness of how technology has changed and developed over time. • Understand the suitability of different materials and why they are used. • Create and label a design based on the suitability of a range of materials and give reasons for their choices. Eg, bear habitats
Make			
• Make props and resources linked to our stories and role play scenarios • Hold and use scissors, tape and glue tools. • Have an exposure to a range of materials and an opportunity to explore these e.g. construction, paper, collage.	• Thread following a set design with holes pre-cut. • Hold and use scissors, tape and glue tools. • Have an exposure to a range of materials and an opportunity to explore these e.g. construction, paper, collage. • Create a sculpture using recycled materials.	• Sort materials and select them appropriately. • Sew together two pieces of material using joining techniques. • Select different tools based on what it is that they are creating. • Select appropriate media and reason choices through	• Select materials appropriately and evaluate the use of these once tested against their initial design criteria. • Understand the suitability of a range of tools and choose appropriately as a result of this. • Design and create a sculpture using recycled

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Create a instruments using recycled materials		reflection of the initial design. Design and create a sculpture using junk modelling and give reasons for their chosen materials.	materials demonstrating an awareness of the suitability of chosen materials and being able to give reasons for these e.g. bottle gardens, houses for the fire of London, catapults.
Evaluate			
Talk to an adult about their designs and creations and consider what went well and how their ideas can be developed.	Understand how to evaluate considering what went well and what could make their work better.	Evaluate their created product providing personal opinions for their choices and outcomes.	- Evaluate the making process and the created product after testing what has been made e.g. suitability of bottle gardens for growing plants - accordingly on reflection.
Technical Knowledge and Vocabulary			
Explore and discuss structures and mechanisms. Design, make, construct, construction, cooking, recipe, ingredients, healthy, unhealthy	Explore structures and mechanisms and begin to find out how they work. -Imagine, plan, design, construct, material, label, make, create, thread, scissors, cellotape, glue, construction, evaluate: choose; decide, food, cooking, recipe, ingredients, equipment, healthy, unhealthy.	Create a structure having explored how to make it strong and stable. -All previously learnt vocabulary and additionally: Invent, sew, tools, sculpture, evaluate: choose; decide; explain, purpose, use, strong, stable, balanced diet,	Use mechanisms within their designs and understand how they work. -All previously learnt vocabulary and additionally: Compose, select, suitability, reason, justify, evaluate, choose, decide, explain, justify, mechanism, chronological, source.
Cooking			

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• Begin to understand what a recipe is and what it is used for. • Begin to recognise and name a range of simple ingredients. • Begin to understand which foods are healthy and those that are unhealthy.	• Understand what a recipe is and what it is used for. • Recognise and name a range of ingredients. • Understand which foods are healthy and those that are unhealthy and begin to understand why.	• Follow a recipe (alongside adult demonstration). • Understand where some common ingredients come from. • Understand how to keep healthy through nutrition.	• Follow a recipe and understand why you do things in a certain way e.g. following steps in chronological order. • Recognise a wide range of ingredients, understanding where they come from and why.
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