Progression Grid
Design and Technology
2025-2026

Skills	EYFS	Year 1	Year 2	Year 3
Design	• Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use language of designing and making. Join, build, shape, longer, smaller, big, shorter, heavier, lighter.	• Have own ideas. • Explain what I want to do. • Explain what my product is for, and how it will work. • Use pictures and words to plan, begin to use models. • Design a product for myself following a criterion. • Research similar existing products.	• Have own ideas and plan what to do next. • Explain what I want to do and describe how I may do it. • Explain the purpose of the product, how it will work and how it will be suitable for the user. • Describe design using pictures word, models, diagrams, begin to use ICT. • Design products for myself and others following a design criterion. • Choose the best tools and materials and explain choices. • Use knowledge of existing products to produce ideas.	• Begin to research others' needs. • Show design meets range of requirements. • Describe purpose of the product. • Follow a given design criteria • Have at least 1 idea about how to create a product. • Create a plan which shows order, equipment, tools. • Describe design using an accurately labelled sketch and words. • Make design decisions. • Explain how product will work • Make a prototype. • Begin to use computers to show design.
Make	• Construct with a purpose, using a variety of resources. • Use simple tools and techniques. • Build/construct with a wide range of objects. • Select tools and techniques to shape, join, assemble. • Replicate structures with materials/components. • Discuss how to make an activity safe and hygienic.	• Explain what I am making and why. • Consider what I need to do next. • Select tools/equipment to cut, join, shape and finish and explain my choices. • Measure, mark out, cut and shape with support. • Choose suitable materials and explain choices. • Try to use finishing techniques to make product look good.	• Explain what I am making and why it fits the purpose. • Make suggestions as to what I need to do next. • Join materials/components together in different ways. • Measure, mark out and cut and shape materials and components with support. • Describe which components I'm using and why. • Choose suitable materials and explain choices depending on characteristics.	• Select suitable tools, equipment, explain choices and begin to use them accurately. • Work through a plan in a logical order. • Consider how good a product will be. • Begin to measure mark out and shape and cut a variety of materials or components with some accuracy. • Begin to assemble join and combine materials and

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	• Record experiences by drawing, writing or voice recording. • Understand different media can be combined for a purpose.	• Work in a safe and hygienic manner.	• Use finishing techniques to make the product look good. • Work safely and hygienically.	components with some accuracy. • Apply a range of finishing techniques with some accuracy.
Evaluate	• Adapt work if necessary. • Dismantle, examine, talk about existing objects/structures. • Consider and manage some risks. • Practise some appropriate safety measures independently. • Talk about how things work. • Look at similarities and differences between existing objects/materials/tools. • Shown an interest in technological toys. • Describe textures.	• Talk about my work, linking it to what I was asked to do. • Talk about existing products and say what is and isn't good. • Talk about things that other people have made. • Begin to talk about what could make the product better.	• Describe what went well, think about the design criteria • Talk about existing products and consider *use, materials, how the product works, audience designed for, where they can be used, express their own opinion.* • Evaluate how good existing products are. • Talk about what I would do differently next time if I made it again.	• Evaluate the quality of the design while designing and making. • Evaluate ideas and finished product against specification considering purpose and appearance. • Test and evaluate the final product. • Evaluate and discuss existing products, considering how well they've been made, materials, whether they work, how they have been made, fit for purpose. • Evaluate how much products cost to make and research how sustainable materials are. • Talk about some key inventors, engineers, chefs, manufacturers products.

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Skills	Year 4	Year 5	Year 6
Design	• Use research for design ideas. • Show design meets a range of requirements and is fit for purpose. • Begin to create own design criteria. • Have at least 1 idea about how to create a product and suggest improvements for design. • Produce a plan and explain it to others. • Discuss how realistic the plan is. • Include an annotated sketch. • Make and explain design decisions considering the availability of resources. • Explain how the product will work. • Make a prototype. • Begin to use computers to show design.	• Use internet and questionnaires for research and design ideas. • Take a user's view into account when designing. • Begin to consider the needs and wants of individuals/groups when designing and ensure product is fit for purpose. • Create own design criteria. • Have a range of ideas. • Produce a real and logical plan and explain it to others. • Use cross sectional planning and annotated sketches. • Make design decisions and consider time and resources available. • Clearly explain how parts of the product will work. • Model and refine design ideas by making prototypes. • Using pattern pieces. • Use computer aided designs.	• Draw on market research to inform the design. • Use research of user's individual needs, wants, and requirements for design that will appeal to the intended user. • Create own design criteria and specification. • Come up with innovative design ideas. • Follow and refine a logical plan. • Use annotated sketches, plans, cross sectional planning and exploded diagrams. • Make design decisions, consider resources and cost. • Clearly explain how parts work and how they are fit for the purpose. • Independently model and refine the design ideas by making prototypes using pattern pieces. • Use computer aided designs.
Make	• Select suitable tools/equipment, explain choices: begin to use them accurately. • Select appropriate materials, fit for purpose. • Work through the plan. • Realise if the product will be good quality. • Measure, mark out, cut and shape materials and components with some accuracy.	• Use selected tools and equipment with a good level of precision. • Produce suitable lists of tools, equipment, materials needed. • Select appropriate materials, fit for purpose, explain choices considering functionality. • Create and follow a step-by-step plan • Explain how their produce will appeal to an audience. • Mainly accurately measure, mark out, cut and shape materials and components.	• Use selected tools and equipment precisely. • Produce suitable lists of tools, equipment, materials needed, consider constraints. • Select appropriate materials, fit for purpose, explain choices, consider functionality and aesthetics. • Create, follows, and adapt detailed step by step plans.

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	• Begin to assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques.	• Mainly accurately assemble, join and combine materials and components. • Mainly accurately apply a range of finishing techniques. • Use techniques that use arrange of small steps. • Begin to be resourceful with practical problems.	• Explain how the product will appeal to an audience, make changes to improve quality. • Accurately mark out, cut and shape material and components. • Accurately apply a range of finishing techniques. • Use techniques that follow a number of steps. • Be resourceful with practical problems.
Evaluate	• Refer to design criteria while designing and making. • Use criteria to evaluate product. • Begin to explain how I could improve the original design. • Evaluate existing products considering how well they have been made, materials used, whether they work correctly, how have they been made and fit for purpose. • Discuss by whom and when and where products were designed. • Research whether products can be recycled or reused. • Know about some, inventors, designer, engineers, chefs manufacturers of products.	• Evaluate the quality of the design while designing and making • Evaluate ideas and finished product against specification considering purpose and appearance • Test and evaluate the final product • Evaluate and discuss products, considering how well they've been made, use of materials, whether they work, how they have been made, fit for purpose. • Evaluate how much products cost to make and research how sustainable materials are. • Talk about some key inventors, engineers, chefs, manufacturers of products.	• Evaluate quality of design while designing and making: fit for purpose? • Keep checking the design, can it be adapted or tweaked. • Evaluate design and finished product against the specification, stating if it is for for purpose. • Test and evaluate the final product. Explain what would improve it and the effect different resources may have had. • Do a thorough evaluation of existing products and consider how well they have been made, materials, whether they work, how they've been made, fit for purpose. • Evaluate how much products cost to make and how innovative they are.

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