



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Reception Design and Technology Teaching and Progression

This document expands the Reception foundations in the whole-school Design and Technology progression grid. Through construction, junk modelling, food preparation and creative play, children explore materials, develop ideas, make and test models and explain their choices. Adult-led teaching and continuous provision give children opportunities to revisit and refine their skills, with activities adapted to their interests, experiences and starting points.

Key Knowledge	Key Skills
Different materials have different properties and purposes.	Select materials appropriate for a purpose.
Products and models are designed to meet a need or solve a problem.	Plan and talk about an idea before making.
Materials can be cut, joined, attached and arranged in different ways.	Use tools, materials and equipment safely with increasing control.
Food ingredients can be prepared and combined to make new products.	Follow a simple making process.
Some materials float, sink or resist water, making them suitable for particular purposes.	Test, evaluate and improve products and models.
Designers evaluate their work and make changes to improve it.	Explain choices, processes and outcomes using appropriate vocabulary.

Teaching and safe participation

Adults model language, tools and techniques, then adapt support, resources and equipment to children's needs. Risk assessment and supervision reflect the activity: cutting tools, small decorative materials, hanging loops and water play are managed carefully. Food preparation includes clean hands and surfaces, suitable storage, allergy and dietary checks, and safe handling of equipment; adults manage heat. Children learn to share resources, follow safety guidance and explain their choices.

Termly teaching and progression

Term and unit	Birth to 5 Matters links	Key DT teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 1 Make Your House Junk modelling Structures	Range 5 — Creating with materials Purposeful tool use and construction through joining, stacking and balancing. Range 6 — Creating with materials Increasing control of tools and materials; developing ideas through experimentation.	Choose materials for a house model by considering shape, size and purpose. Describe an idea before making. Cut and join safely with support. Explore temporary and permanent joins; check whether parts stay together and change an unsuccessful join. Vocabulary: house, model, plan, material, cut, join, temporary, permanent, fix.	Explore boxes, tubes and other safe reused materials. Choose parts to represent a home and explain the choices. Practise using scissors and compare suitable joining methods. Make the house, check it against the original idea and try a repair or improvement. Share how it was made.	Move from exploring and assembling materials towards choosing them for an intended model. Begin to explain a choice, notice a problem and change a part with support. ELG — Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Term and unit	Birth to 5 Matters links	Key DT teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 2 Bookmarks Textiles foundations	Range 5 — Creating with materials Choosing tools for a purpose: explore and select materials for a purpose; use tools with support and increasing control. Experiment with colour, pattern and texture, and practice joining materials. Range 6 — Creating with materials Combine materials intentionally to make a useful bookmark; develop and refine ideas, choosing colours, shapes and decorations. Range 6 — Moving and handling Handling tools and materials safely with increasing control.	Explore how a bookmark can help someone keep their place in a book. Talk about the intended user and plan a design, choosing colours, shapes, patterns and materials for a purpose. Model safe and controlled use of scissors, pencils, paintbrushes and glue. Demonstrate how to cut card or paper to shape, arrange decorative materials and attach them securely. Encourage children to check their bookmark, make changes and explain how their choices help it work. Vocabulary: bookmark, book, design, plan, create, pattern, colour, shape, texture, material, card, paper, cut, decorate, attach, join, glue, tape, scissors, evaluate.	Explore examples of bookmarks and discuss what makes them useful and attractive. Children choose card and paper strips, safe recycled paper, pencils, crayons, paint, paintbrushes, glue sticks, child-safe scissors, collage materials, hole punches and yarn or ribbon where appropriate. In teacher-led sessions, model planning a simple design, cutting card safely and attaching decorations. Support children to make a bookmark, check that decorations are secure and consider whether it is suitable for placing inside a book. Invite children to show their bookmark and describe the process. Ask: Who might use your bookmark? Which materials have you chosen and why? How will you attach the decorations? What could you change or improve?	Move from exploring materials and making choices with adult support towards planning a purposeful design, selecting materials intentionally and using tools with increasing control. Encourage children to check their work, make simple improvements and explain how they made it. ELG — Physical Development: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery. ELG — Expressive Arts and Design: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Spring 2 Soup Cooking and nutrition	Range 6 — Health and self-care Exploring food variety, tastes and textures; noticing changes during preparation and practising hygiene. Range 6 — Moving and handling Using tools safely with increasing control.	Name vegetables and know they are grown. Help plan a class soup recipe and its packaging. Practise supported chopping and food hygiene. Know that soup combines vegetables and liquid. Describe preferences using appearance, smell, feel and taste. Vocabulary: vegetable, soup, recipe, chop, mix, taste, packaging, clean.	Explore and describe vegetables. Rehearse chopping with safe practice materials before helping to prepare vegetables with adult support. Contribute to a shared recipe and design packaging. Taste the finished soup where appropriate, describe it and explain preferences. Adults manage heat, equipment and individual dietary needs.	Extend purposeful tool use into food preparation. Move from naming ingredients and expressing likes towards describing a combination, following a simple process and explaining a choice. ELG — Managing Self Relevant aspects: personal hygiene and understanding healthy food choices. ELG — Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.

Term and unit	Birth to 5 Matters links	Key DT teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Summer 2 Boats Structures	Range 5 — Creating with materials Combining construction materials for a purpose. Range 6 — Creating with materials Investigating materials and refining ideas through practical exploration. Range 6 — Moving and handling Handling tools and materials with growing control.	Explore floating, sinking and materials that resist water soaking in. Recognise that boats have different parts and uses. Choose materials for a boat that floats. Observe how the model behaves in water and use the result to suggest a change. Vocabulary: boat, float, sink, waterproof, material, design, test, change.	Investigate suitable objects and materials in water, with adult supervision. Discuss predictions and observe what happens. Look at examples of boats, select materials and explain a design. Make and test the boat, then change a material, join or shape when needed. Describe the result of testing.	Apply material selection and joining to a model with a clear function. Use observations to suggest an improvement. ELG — Creating with Materials Share their creations, explaining the process they have used. ELG — Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Progression across Reception

Across the four units, children develop from exploring resources and describing an idea towards selecting materials for a reason, following a practical process and checking a result. They learn to explain what they made, notice when something does not work and try a change. Adults model vocabulary and techniques, adjusting support as children gain control and confidence.

Learning revisited throughout the year

Children revisit choosing resources, cutting and joining, using tools safely and explaining decisions within construction, creative and food provision. Opportunities to repair, rebuild and test ideas help children return to a familiar technique in a different context. The four projects sit alongside everyday exploration.

Supporting Early Learning Goal links

The unit grid selects the closest links. The following aspects also support DT learning across Reception; they are contributions to wider EYFS assessment.

ELG — Creating with Materials

Make use of props and materials when role playing characters in narratives and stories. This can be supported when children use their models in play.

ELG — Fine Motor Skills

Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

ELG — Listening, Attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.

ELG — Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

ELG — Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

ELG — Building Relationships

Work and play cooperatively and take turns with others.

ELG — Self-Regulation

Relevant aspects: work towards simple goals, sustain attention and follow instructions during practical activities.

Progression and the link to Year 1

Soup prepares children for Year 1 Healthy Smoothie through naming ingredients, supported preparation, describing tastes and considering packaging. Choosing materials, cutting and joining in house, boat and egg making prepares children for Puppets. Egg decorations add experience of a template, glue or tape and threading ribbon through a hole. Explaining a plan and testing a result supports Moving Storybook, where sliders and guides are taught explicitly. Year 1 builds on these foundations through clearer design criteria and increasingly purposeful evaluation.