

### EYFS and KS1 progression of skills – Design Technology

EYFS	Nursery	Reception
<p><b>EAD: Creating with materials</b></p>	<p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p> <p><b>EAD: Creating with materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>
National curriculum	Year 1	Year 2
<p><b>Design</b></p> <p>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Identify the key features of an existing product.</p> <p>Design purposeful/appealing products for themselves/another person based on their own design criteria.</p>	<p>Compare existing products.</p> <p>Design products that have a clear purpose <b>and an intended user</b> (children will be able to design and label a product that fits the requirements e.g. It must be _____ tall, it must include _____.)</p>
<p>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Children will be able to design with a clear purpose. E.g. designing a pulley that moves up and down.</p> <p>Create a drawing of their idea (either independently or talking with others and creating a group design).</p> <p>Explain their ideas verbally.</p>	<p>Plan drawn and labelled for lessons.</p> <p>Make sensible choices of which material/s to use.</p> <p>Labels could include materials or appropriate tools they may need.</p>
<p><b>Make: Practical skills</b></p> <p>♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<ul style="list-style-type: none"> <li>• <b>Make</b> products, refining the design as work progresses (prompted by adult).</li> <li>• Demonstrate a range of cutting techniques e.g. ripping/cutting/chopping/hole punching.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a range of <b>cutting and shaping</b> techniques.</li> <li>• Demonstrate a range of joining techniques.</li> <li>• Choose suitable techniques to construct products. When questioned, children will be able to tell you the tool they need to use to create what they're making e.g. I need scissors</li> </ul>

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	<ul style="list-style-type: none"> <li>• Demonstrate a range of joining techniques e.g. sellotape/glue and cut materials safely using tools provided (e.g. scissors).</li> <li>• Choose suitable techniques to construct products – When questioned, children will be able to tell you the tool they need to use to create what they're making e.g. I need scissors so I can cut this.</li> </ul>	<p>so I can cut this.</p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Make products, refining the design as work progresses.</li> </ul>
♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<p>Given the option of choosing materials to create a set idea e.g. create an aeroplane, children will select appropriate materials that could be used.</p> <p>Children able to use more than one material in a model.</p> <p>O Construction materials - junk modelling materials e.g. cardboard/plastic/card etc. - construction sets</p> <p>O Textiles - adding materials/collage materials - Describe how different textiles feel.</p>	<p>Given a choice of materials, children will be able to select the most appropriate ones for their designs explaining why based on their characteristics.</p> <p>Children will be able to select materials from a selection to help them make their design more appealing.</p>
Resources	using tape/glue/scissors/rolling paper/adding paper or card to products	Using stapler/masking tape/hole puncher/glue and using tools in different ways e.g curling paper.
<b>Evaluate</b> ♣ explore and evaluate a range of existing products	Have things in the environment for children to explore/improve.	Children will be able to design based on existing things.
<b>Design through History</b>	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs (prompted by adult).</li> <li>• Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> </ul> <p>Explore how products have been created.</p>
♣ evaluate their ideas and products against design criteria	Simple evaluation with faces. Be able to tell an adult how their product works or why they chose moving parts.	Self assessment after each piece of finished DT based on 'Remember to' Assess how well their product works and what they may change it to make it even better.

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<p>Technical knowledge</p> <p>♣ build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Through discussion with an adult or peers, children will be able to create a stronger structure using resources in the environment.</p>	<p>Children will be able to give an idea as an evaluation to how they could make a structure stiffer/more stable (e.g. joining/folding/rolling), they can then try and evaluate it.</p>
<p>♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Children will have access to exploring and using mechanisms constantly in the environment. E.g. gears- 'moving monkey game'</p>	<p>Both having resources available in the classroom e.g construction tool kit in addition to planned for activities e.g. sliders for the Great Fire of London art work/using a pulley to create a pirate flag etc.</p>
<p><b>Cooking and nutrition</b></p> <p>♣ use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>3 planned for cooking tasks at set level planned for throughout the year.</p>	<p>3 planned for cooking tasks at set level planned for throughout the year.</p>
<p>Practical cooking skills</p>	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Assemble or cook ingredients.</li> <li>• Think of interesting ways of decorating food they have made (if applicable).</li> </ul>	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Assemble or cook ingredients.</li> <li>• Describe the properties of the ingredients they use.</li> <li>• Explain what it means to be hygienic.</li> </ul>
<p>♣ Understand where food comes from.</p>	<p>Children will have a basic understanding of where food comes from.</p>	<p>Children will explore this through science: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
<p><b>Vocabulary</b></p>	<p><b>Design</b> plan</p> <p><b>Make:</b> soft, hard, rough, smooth, tool, cut, ripping/cutting/chopping/hole punching.</p> <p><b>Evaluate:</b> stronger, moving parts, improve,</p> <p><b>Cooking and nutrition:</b> Ingredients, cut, peel, grate, decorate, safe</p>	<p><b>Design</b> purpose, user, requirements</p> <p><b>Make:</b> mechanism vocabulary related to mechanisms covered e.g. sliders Curling paper shaping, joining</p> <p><b>Evaluate</b> stiffer/more stable joining/folding/rolling</p> <p><b>Cooking and nutrition:</b> Properties of ingredients, hygienic, food chain, sources of food</p>