



Design and Technology-Skills Progression

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Reception	<p>Expressive Art and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Physical Development Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			
		3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
	Expressive art and design	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories



	begin to use these shapes to represent objects.		
Physical Development	<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	
Understanding the World	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 	Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 		
Understanding the World	<ul style="list-style-type: none"> Explore how things work 		

Key Stage 1 National Curriculum Objectives

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].



Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

Cooking and Nutrition

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from

	Reception	Year 1	Year 2
	Design		
	<p>Know how to discuss what they want to make.</p> <p>Know how to use drawing to create a simple plan.</p>	<p>Know how to describe how their own idea works.</p> <p>Know how to explain to someone else how they want to make their product.</p> <p>Know how to draw a simple plan with support from templates before making.</p>	<p>Know the purpose and audience of their product through design criteria set by the teacher.</p> <p>Know how to explain why they have chosen specific textiles or materials.</p> <p>Know how to draw a simple design and label the parts of their product.</p>
	Make		



	<p>Know how to choose the right resources to carry out their own plan, (e.g. cutting tool for the playdough).</p> <p>Know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Know how to thread continuously (e.g. using lacing boards).</p> <p>Know how to select the appropriate materials to create a desired aesthetics (e.g. applying feathers to a bird model).</p>	<p>Know how to use own design plan to make something.</p> <p>Know how to use tools safely for a specific purpose (e.g. to cut, shape or to join).</p> <p>Know how to assemble and join materials (including construction materials) using a variety of methods.</p> <p>Know how to use simple sewing techniques with support or scaffolded resource.</p>	<p>Know how to make a mockup of their design where appropriate (e.g. paper patterns for puppets).</p> <p>Know how to identify and name a selection of hand tools.</p> <p>Know how to choose tools and materials and explain why they have chosen them.</p> <p>Know how to join materials and components in different ways.</p> <p>Know how to cut and join fabric to make a simple product.</p> <p>Know how to use simple sewing techniques.</p> <p>Know how to carry out finishing techniques that have been modelled by the teacher.</p>
	Evaluate		
	<p>Know how to evaluate their product using appropriate vocabulary including how they might make it better.</p>	<p>Know what went well with their own work against a design criteria.</p>	<p>Know what was successful and less successful in the model they have made against a design criteria.</p>
	Technical Knowledge		
<p>Know how to select correct materials which allow for movement.</p>	<p>Know how to make their own model stronger / stiffer.</p> <p>Know how to make a simple product that moves.</p>	<p>Know how to make a model stronger, stiffer (if appropriate) and more stable.</p> <p>Know how to use wheels and axles, when appropriate to do so.</p> <p>Know how simple mechanisms work (e.g. sliders, levers, wheels and axels).</p>	
Cooking and Nutrition			



	<p>Know the names of wellknown fruit and vegetables.</p> <p>Know how to make some simple healthy food choices.</p> <p>Know how to follow simple hygiene rules, (e.g. washing hands before eating).</p>	<p>Know where fruit and vegetables come from.</p> <p>Know which foods are healthy and which are not.</p> <p>Know how to cut food safely.</p> <p>Know how to use basic food handling, hygiene practices and personal hygiene.</p>	<p>Know where a variety of foods come from.</p> <p>Know about foods that support good health and the risks of eating too much sugar.</p> <p>Know how to follow safe procedures for food safety and hygiene.</p>
Vocabulary Progression (red are new words introduced)			



	<p>Process Plan Design Tool Technique Joining Thread Make Evaluate Healthy Hygiene Recipe Ingredients</p>	<p>Process Plan Design Tool Technique Joining Thread Make Evaluate Healthy Hygiene Recipe Ingredients Templates Joining Assemble Sew Stitch Design Criteria Model Stronger Stiffer Moving Product Hygiene Practises Personal Hygiene</p>	<p>Process Plan Design Tool Technique Joining Thread Make Evaluate Healthy Hygiene Recipe Ingredients Templates Joining Assemble Sew Stitch Design Criteria Model Stronger Stiffer Moving Product Hygiene Practises Personal Hygiene Purpose Audience Research Textiles Materials Fabrics Hand Tools Axels Wheels Sewing</p>
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