

## Design and Technology Progression of skills

### **EYFS Reception**

#### **Expressive Art and Design**

**Key projects in the year:** Star sliding picture. Whatever next pivot picture. Joining and folding skills. Plan clown Jack in the box. Make puppets. Design and make gingerbread man. Design and make flag. Design own minibeast.

#### **30-50 months**

Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

#### **40-60 months**

##### **Exploring and Using Media and Materials**

Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.

##### **Being Imaginative**

Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.

#### **ELG**

##### **Exploring and Using Media and Materials**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

##### **Being Imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.

#### **Exceeding**

##### **Exploring and Using Media and Materials**

Develops their own ideas through selecting and using materials and working on processes that interest them. They find out and make decisions on how media and materials can be combined and changed.

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### **Being Imaginative**

Can talk about the ideas and processes which have led them to make music, designs, images or products.

Can talk about features of their own and others work.

Can recognise the differences between their own and the strength of others.

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	Year 1	Year 2	End of KS1 expectations
	Key projects in the year	Key projects in the year	
	<p>Design and make a park</p> <p>Design and make a sock puppet</p> <p>Design and make a fruit salad</p> <p>Design and make an Easter chick cupcake</p>	<p>Design and make a drawbridge</p> <p>Design and make a glove puppet</p>	
<b>Design</b>	<p>Begin to draw on own experience to generate ideas</p> <p>Begin to understand the development of products: What they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>
<b>Make</b>	<p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper etc.</p>	<p>Develop their ideas through talk and drawings and label parts. Make templates or mock ups.</p>	<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>

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<b>Evaluate</b>	Evaluate their product by asking questions about what they have made and how they have gone about it.	Evaluate their product by asking questions about what they have made and how they have gone about it.	<p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>
<b>Technical Knowledge</b>	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Decorate textiles using a number of techniques (such as adding sequins or beads or additional fabric).</p>	<p>Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). •</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Shape textiles using templates.</p> <p>Join textiles using running stitch.</p> <p>Decorate textiles using a number of techniques (such as adding sequins or beads).</p>	<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<b>Cooking and Nutrition</b>	<p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales. •</p> <p>Assemble or cook healthy ingredients.</p> <p>Understand where food comes from.</p>		<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>