




DT Skills Progression

<p>EYFS</p> 	<p>Year 1</p> 	<p>Year 2</p> 
<p><b><u>Personal, Social and Emotional Development</u></b></p> <p>Three &amp; Four Year Olds will learn to...                      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.</p> <p><b><u>Physical Development</u></b></p> <p>Three &amp; Four Year Olds will learn to...                      Use large muscle movements to wave flags and streamers, paint and make marks.                      Choose the right resources to carry out their own plan.</p>		

Use one-handed tools and equipment, e.g. making snips in paper with scissors.

**Understanding the World**

**Three & Four Year Olds will learn to...**  
Explore how things work.

**Expressive Arts and Design**

**Three & Four Year Olds will learn to...**  
Make imaginative and complex 'small worlds' with blocks and construction kits i.e. 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 what materials to use to express them.  
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

### Physical Development

#### **Children in Reception will learn to...**

Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

### Expressive Arts and Design

#### **Children in Reception will learn to...**

Explore, use and refine a range of artistic effects to express their ideas and feelings. Return to, and build upon their previous learning, refining ideas, and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

### Physical Development

#### Fine Motor Skills - ELG

Use a range of small tools, including scissors, paintbrushes and cutlery.

### Expressive Arts and Design

### **Design and Technical Knowledge**

- Draw on their own experience to help generate ideas
- Understand the development of existing products
- Suggest ideas and explain what they are going to do
- Identify a target group for what they intend to design and make
- Model their ideas in card and paper or ICT.
- Begin to develop their design ideas applying findings from their earlier research

### **Design and Technical Knowledge**

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation, drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts
- Develop ideas by making templates and mock ups

<p><b><u>Creating With Materials - ELG</u></b>  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.</p>		
	<p><b>Make and Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark out, cut and shape a range of materials</li> <li>• Use tools <i>eg scissors and a hole punch</i> safely</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>• Use simple finishing techniques to improve the appearance of their product</li> </ul>	<p><b>Make and Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product</li> <li>• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>• Choose and use appropriate finishing techniques</li> </ul>

	<p style="text-align: center;"><b>Evaluate and Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Start to evaluate their product by discussing how well it works in relation to the purpose - match to the design criteria.</li> <li>• Begin to express likes and dislikes about existing products.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>	<p style="text-align: center;"><b>Evaluate and Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Evaluate against their design criteria</li> <li>• Express likes and dislikes about existing products.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Talk with confidence about their ideas, saying what they like and dislike about them</li> </ul>
	<p style="text-align: center;"><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Begin to explore that all foods come from plants or animals.</li> <li>• Explore concept of food being farmed, grown elsewhere or caught.</li> <li>• Start to name and group foods into the 5 known categories.</li> <li>• Begin to understand that humans should eat at least 5 portions of fruit and vegetables a day.</li> <li>• Know how to prepare food safely and hygienically, following correct procedures.</li> <li>• Know how to cut, peel and grate.</li> </ul>	<p style="text-align: center;"><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand that all foods come from plants or animals.</li> <li>• Know concept of food being farmed, grown elsewhere or caught.</li> <li>• Understand the 5 known food categories.</li> <li>• Know that humans should eat at least 5 portions of fruit and vegetables a day.</li> <li>• Demonstrate how to prepare food safely and hygienically, following correct procedures.</li> <li>• Demonstrate how to cut, peel and grate.</li> </ul>

