



Progression in Design and Technology

Early Learning Goals EYFS		National Curriculum Key Stage 1	
<p>Expressive Arts and Design (Creating with Materials)</p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 		<p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms e.g. levers, sliders, wheels and axles], in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 	
Area of Learning	Reception	Year 1	Year 2
Design	<ul style="list-style-type: none"> Draw designs for their models prior to making them. Design for a purpose e.g. Mother's Day Card, Mother's Day cookie etc... 	<ul style="list-style-type: none"> Use pictures and words to convey what they want to design/make Propose more than one idea for their product. 	<ul style="list-style-type: none"> Use pictures and words confidently to convey what they want to design/make Propose more than two ideas for their product.



Progression in Design and Technology

	<ul style="list-style-type: none"> • Through playing and exploring find out about the properties and functions of different construction materials. • Sort and categorise different materials. • Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. • Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy". <p>Describing Sentence Stems: It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like..... It looks like..... It tastes like.....because.... It sounds like..... It smells like..... It is the same because..... It is different because..... As above, use This looks like etc</p>	<ul style="list-style-type: none"> • Use kits/reclaimed materials to develop more than one idea. • Model ideas with kits and reclaimed materials • Select appropriate technique explaining: First... Next... Last... • Explore ideas by rearranging materials • Select pictures to help develop ideas • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. • Describe their models and drawings of ideas and intentions. <p>Describing Sentence Stems It is.....and..... The.....is.....and..... This is They are They are.....because..... It is a (adjective) / (noun)has have ...</p> <p>Key Vocabulary: Design, model, technique, first, next, last, template, materials</p>	<ul style="list-style-type: none"> • Use kits/reclaimed materials to develop more than two ideas • Model ideas with kits and reclaimed materials • Select appropriate technique explaining: First... Next... After that...Then... Last...Finally... • Explore ideas by rearranging materials, explaining why they have made their choices • Select pictures independently to help develop ideas • Use drawings to record ideas with confidence as they are developed. • Add detailed notes to drawings to help explanations. • Describe their models and drawings of ideas and intentions. <p>Describing Sentence Stems It / This is.....and..... This has and The.....is.....and..... They are.....and..... I feel.....because..... This is a big, round, red, beach ball</p> <p>Key Vocabulary:</p>
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Progression in Design and Technology

	<p>These are examples of incidental language that they may be exposed to in EYFS: Ideas, draw, design, sort, use, materials, tools, explain, naming of different materials/techniques in the craft area.</p>		<p>Design, model, technique, first, next, after that, then, last, finally, investigate, product, purpose, materials</p>
<p>Make</p>	<ul style="list-style-type: none"> • Use objects as representations in pretend play, e.g. a cuboid block as a telephone. • Use blocks/construction toys to build "small worlds" e.g. a pen on a farm. • Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. • Produce more detailed representations (models) and discuss the features they have included. • Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. <p>Comparison Sentence Stems: How do you know e.g. 'The this tower is stronger'? It is.....because..... I think..... because..... It will..... because..... The.....is.....because..... What do you think? What will happen if.....</p>	<ul style="list-style-type: none"> • Discuss their work as it progresses. • Select materials from a limited range that will meet the design criteria. • Select and name the tools needed to work the materials. • Explain what they are making. • Explain which materials they are using. • Name the tools they are using. • Describe what they need to do next. <p>Key Vocabulary: Names of materials and tools used</p>	<ul style="list-style-type: none"> • Discuss their work as it progresses. • Select materials from a wider range that will meet the design criteria. • Select and name the tools needed to work the materials. • Explain what they are making. • Explain which materials they are using and why. • Name the tools they are using. • Describe what they need to do next and why. <p>Key Vocabulary: Names of materials and tools used</p>



Progression in Design and Technology

	<p>These are examples of incidental language that they may be exposed to in EYFS: Names of materials and tools used, pretend, adapt, change, detail, add, detail.</p>		
<p>Evaluate</p>	<ul style="list-style-type: none"> • Talk about what they like or dislike about their models, constructions or props. • Say why and how they would change their models, constructions or props. • Use talk to help work out problems and organise thinking. • Explain how their model works. <p>Evaluating Sentence Stems I made this train. "I like the way the wheels rotate" I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees" I like this because..... I made this..... I did this..... I've done this...</p> <p>These are examples of incidental language that they may be exposed to in EYFS: Use, like, dislike, change</p>	<ul style="list-style-type: none"> • Explore existing products and investigate how they have been made. • Decide how existing products do/do not achieve their purpose. • Talk about their design as they develop and identify good and bad points. • Note changes made during the making process as annotation to plans/drawings. • Say what they like and do not like about items they have made and begin to say why. • Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. <p>Evaluating Sentence Stems I found.....hard/easy because..... I like / dislike because..... I feel that.....next time. I could..... In my opinion.....because.....</p>	<ul style="list-style-type: none"> • Explore existing products. Investigate how they have been made and why. • Decide how existing products do/do not achieve their purpose and why. • Talk about their design as they develop and identify good and bad points, explaining how they could improve it. • Note changes made during the making process as annotation to plans/drawings. • Say what they like and do not like about items they have made and say why. • Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. <p>Evaluating Sentence Stems I think my..... /book is.....because..... Next time I could.....</p>



Progression in Design and Technology

		<p>Key Vocabulary: Explore, evaluate, product, design, like, dislike, improve</p>	<p>I found.....hard/easy because..... I like / dislike.....because..... It was interesting because..... I like this because..... I like the part where.....because..... What I found hard about this work was..... I found this piece of work hard/easy because...</p> <p>Key Vocabulary: Explore, evaluate, product, design criteria, like, dislike, change, user, function, purpose, modify</p>
<p>Food</p>	<p>Cooking and Nutrition: Foods</p> <ul style="list-style-type: none"> • Experience and describe the taste, smell, texture and feel of some foods linked to topics, celebrations and baking activities throughout the year. • Through PSHE sessions explore healthy foods products and the need for a variety of foods. • Select from a range of ingredients when completing baking activities. 	<p>Cooking and Nutrition: Preparing and combining foods</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel. • Group familiar products e.g. different types of fruit • Cut, peel, grate and chop a range of ingredients • Work safely and hygienically • Understand the need for a variety of foods in a diet 	<p>Cooking and Nutrition: Understanding where food comes from</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel. • Explain where food comes from and sort food accordingly. For example, food can be farmed, grown or caught. • Understand the need for a variety of foods in a diet. • Cut, peel, grate and chop a range of ingredients



Progression in Design and Technology

	<ul style="list-style-type: none"> Experience weighing of ingredients, chopping and mixing. <p>These are examples of incidental language that they may be exposed to in EYFS: Food, healthy, unhealthy, different, eat, taste, smell, feel, shop, cut, measure</p>	<ul style="list-style-type: none"> Measure and weigh food items using non-statutory measures e.g. spoons, cups <p>Key Vocabulary: Taste, smell, texture, feel, fruit, vegetables, cut, peel, grate, chop, safe, hygiene, measure, weigh,</p>	<ul style="list-style-type: none"> Work safely and hygienically Measure and weigh food items using standard measures <p>Key Vocabulary: Taste, smell, textures, feel, fruit vegetables, farming, growing, fishing, diet, variety, carbohydrates, proteins, dairy, sugar, fats, cut, chop, peel, grate, safe, hygiene, measure, weigh, standard measure</p>
Textiles	<p><i>In EYFS there is not a focused unit on textiles however, children experience different textiles in small world and role play. We also have different elements of haberdashery at the 'make and do table'.</i></p>		<p>Textiles: Template and joining techniques</p> <ul style="list-style-type: none"> Cut out shapes which have been created by drawing round the template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques <p>Key Vocabulary: Fabric, template, pattern, sew, stitch needle, thread, decorate,</p>
Structures	Construction	Structures: Freestanding structures	



Progression in Design and Technology

	<ul style="list-style-type: none"> • Use equipment and tools to build, construct and make simple models and props. • Use large construction items safely, with good control and purposefully. • Use small construction items with good control and purpose. • Handle and use equipment appropriately and safely. • Explore different ways to join materials – glue, tape, masking tape, holes/string etc... <p>These are examples of incidental language that they may be exposed to in EYFS: Build, make, construct, model</p>	<ul style="list-style-type: none"> • Explore how to make structures stronger. • Investigate different techniques for stiffening a variety of materials. • Join appropriately for different materials and situations e.g. glue, tape. • Test different methods of enabling structures to remain stable. • Use a glue gun with close supervision. • Mark out materials to be cut using a template. <p>Key Vocabulary: Structure, framework, technique, material, glue, tape, weak, strong, stable, template</p>	
<p>Mechanisms</p>	<p>Mechanisms: pop up/lift-the-flap book</p> <ul style="list-style-type: none"> • Look at a variety of books with pop-ups and flaps. • Join different materials with glue/tape. • Cut templates out. • Fold and cut paper and card for a desired effect. <p>These are examples of incidental language that they may be exposed to in EYFS: Fold, cut, straight, curved</p>	<p>Mechanisms: Sliders and levers</p> <ul style="list-style-type: none"> • Join appropriately for different materials and situations e.g. glue, tape. • Roll paper to create tubes. • Mark out materials to be cut using a template. • Fold, tear and cut paper and card. • Cut along lines, straight and curved. • Use a hole punch. • Insert paper fasteners for card. • Experiment with levers and sliders to find different ways of making things move. 	<p>Mechanisms: Wheels and axles</p> <ul style="list-style-type: none"> • Join appropriately for different materials and situations e.g. glue, glue gun, tape. • Try out different axle fixings and their strengths and weaknesses. • Make vehicles which contain free running wheels. • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. • Cut dowel using hacksaw and bench hook.



Learning, Caring and Growing Together in Faith

St Andrew's C of E Infant School

Progression in Design and Technology

		<p>Key Vocabulary: Lever, slider, fastening, fastener, fold, tear, cut, straight, curved</p>	<ul style="list-style-type: none">• Attach wheels to a chassis using an axle.• Mark out materials to be cut using a template.• Fold, tear and cut paper and card.• Cut along lines, straight and curved. <p>Key Vocabulary: Wheel, axle, axle holder, chassis, body cab, dowel, fold, tear, cut</p>
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'God is my strength, in whom I trust.' Psalm 18