**DT Progression**

**EYFS links:**

***Expressive Arts and Design In Reception***

* Return to and build on their previous learning, refining ideas and developing their ability to represent them
* Create collaboratively sharing ideas, resources and skills

***Physical Development In Reception***

* 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

***Creating with Materials ELG***

* Safely use and explore a variety of materials, tools and techniques
* Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories

***Fine Motor Skills ELG***

* Use a range of small tools, including scissors, paint brushes and cutlery

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|  | **Y1** | **Y2** | **Y3** |
| **PRODUCT FOCUS** | Play area equipment/ buildings (free-standing structures)Greetings card (with pop-up) Textile Christmas decoration | Disposable/recyclable lunchbox (shell structure with hinge and fastener)Greetings card (with slider)Cooking and nutrition: sandwiches/wraps | Moving poster/non- fiction book (with levers, linkages and more complex pop-ups)Cooking and nutrition: cous-cous salad |
| **TECHNICAL KNOWLEDGE** | Use mechanical systems in products: pop-upsCreate a simple free-standing structureStrengthen a free-standing structure by ‘brick-bonding’ construction materialsStabilise a free-standing structure by making the base wider or heavier | Use mechanical systems in products: sliders and hingesCreate a simple shell structureStiffen and strengthen a structure through:* corrugating *(e.g. zig- zag a piece of paper or card between 2 layers of card)*
* ribbing *(e.g. glue layers of straws between layers of card)*
 | Use mechanical systems in products: levers, linkages)Create pop-ups using v- folds |
| **DESIGN** | Work as part of a class to solve simple design problemsBegin to interpret design criteria so that products are purposeful, functional and appealingGenerate and communicate design ideas through discussion, drawing and models | Work as part of a class to solve simple design problemsClarify design criteria so that products are purposeful, functional and appealingGenerate, develop, model and communicate ideas through discussion, drawings and prototypes (mock-ups) | Work as part of a group or class to **solve** design problemsBegin to **clarify** design criteria so that products are innovative, functional, appealing and fit for purposeGenerate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes |

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|  | **Y1** | **Y2** | **Y3** |
| **MAKE** | Demonstrate the ability to use simple tools and equipment to perform practical tasksBegin to assess the usefulness of a range of materials according to their characteristicsDraw around a template to mark out materials to be cutFold and tear paper and cardUse scissors to cut along straight and curved lines drawn on paper, card and textilesJoin paper and card using glue and sticky tapeJoin textiles using glueFinish products using a variety of media *(e.g. coloured pens, paint, glitter)*Build free-standing structures using construction materials | Demonstrate the ability to select from and use a range of simple tools and equipment to perform practical tasksAssess the usefulness of a range of materials according to their characteristicsDraw around a template of a net of a 3D-shape (with flaps) to mark out materials to be cutFold paper and card with increasing accuracyUse scissors to cut along straight and curved lines drawn on different thicknesses of paper and cardJoin appropriately for different materials and products (glue, different types of tape, hole- punch and treasury tags, and stapler [with supervision])Select an appropriate finish for their products, including use of ICT | Demonstrate increased skill with a range of tools and equipment to perform practical tasksBegin to assess a range of materials and components according to their functional properties and aesthetic qualitiesUse a template to support the design processAccurately fold paper and cardUse scissors with accuracy when cutting along straight and curved lines drawn on paper and cardExplore and evaluate different ways of joining materials (glue, paper fasteners, split pins, double-sided tape)Select an appropriate finish for their products, including use of ICT |
| **EVALUATE** | Discuss ideas and products with othersBegin to review ideas based on feedback from othersBegin to analyse existing products exploring why a product was made and what it is made fromBegin to evaluate ideas and products against design criteria | Discuss ideas and products with othersReview ideas based on feedback from othersAnalyse existing products exploring why a product was made and what it is made fromEvaluate ideas and products against design criteria | Begin to review and rework ideas considering the views of othersBegin to evaluate ideas and products against their own design criteria and consider ways to improve their workBegin to analyse existing products exploring why a product was made, what it is made from, and how well it is made and finishedBegin to understand and appreciate how key events and individuals in design technology have shaped the world |

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| **FOOD AND NUTRITION** |  | Know that all food comes from plants or animals and has to be farmed, grown elsewhere, reared or caughtUnderstand the need for a variety of foods in a dietGroup familiar food products e.g. fruit and vegetablesPrepare a simple, healthy dishSpread, cut, peel, chop and grate a range of ingredients using a range of tools and equipment (knife, peeler, grater)Work safely and hygienically | Know where and how a variety of food is grown, reared and caughtMake healthy eating choicesCombine a range of ingredients to create a healthy dishUse a range of appropriate tools and equipment when preparing a dishUse kitchen scales to weigh ingredients appropriatelyWork safely and hygienically |