**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-ups  Create a simple free-standing structure  Strengthen a free-standing structure by ‘brick-bonding’ construction materials  Stabilise a free-standing structure by making the base wider or heavier | Use mechanical systems in products: sliders and hinges  Create a simple shell structure  Stiffen 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 problems  Begin to interpret design criteria so that products are purposeful, functional and appealing  Generate and communicate design ideas through discussion, drawing and models | Work as part of a class to solve simple design problems  Clarify design criteria so that products are purposeful, functional and appealing  Generate, develop, model and communicate ideas through discussion, drawings and prototypes (mock-ups) | Work as part of a group or class to **solve** design problems  Begin to **clarify** design criteria so that products are innovative, functional, appealing and fit for purpose  Generate, 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 tasks  Begin to assess the usefulness of a range of materials according to their characteristics  Draw around a template to mark out materials to be cut  Fold and tear paper and card  Use scissors to cut along straight and curved lines drawn on paper, card and textiles  Join paper and card using glue and sticky tape  Join textiles using glue  Finish 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 tasks  Assess the usefulness of a range of materials according to their characteristics  Draw around a template of a net of a 3D-shape (with flaps) to mark out materials to be cut  Fold paper and card with increasing accuracy  Use scissors to cut along straight and curved lines drawn on different thicknesses of paper and card  Join 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 tasks  Begin to assess a range of materials and components according to their functional properties and aesthetic qualities  Use a template to support the design process  Accurately fold paper and card  Use scissors with accuracy when cutting along straight and curved lines drawn on paper and card  Explore 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 others  Begin to review ideas based on feedback from others  Begin to analyse existing products exploring why a product was made and what it is made from  Begin to evaluate ideas and products against design criteria | Discuss ideas and products with others  Review ideas based on feedback from others  Analyse existing products exploring why a product was made and what it is made from  Evaluate ideas and products against design criteria | Begin to review and rework ideas considering the views of others  Begin to evaluate ideas and products against their own design criteria and consider ways to improve their work  Begin to analyse existing products exploring why a product was made, what it is made from, and how well it is made and finished  Begin 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 caught  Understand the need for a variety of foods in a diet  Group familiar food products e.g. fruit and vegetables  Prepare a simple, healthy dish  Spread, 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 caught  Make healthy eating choices  Combine a range of ingredients to create a healthy dish  Use a range of appropriate tools and equipment when preparing a dish  Use kitchen scales to weigh ingredients appropriately  Work safely and hygienically |