St Jude's C of E Infant School & Nursery
EYFS & KS1 DT Progression Overview

DT: ELG (EAD)		
2-3 years	**3-4 Years**	**In Reception**
2 Year Olds **Autumn 1** Understands the functional use of familiar objects and properties. Engages in functional play (function of an object e.g. pushing a doll in a stroller or pushing cars along the floor). Can build a tower of three or more small blocks. Explores and experiments with a range of media and movement through multi-sensory exploration and expression. Explores paint, using fingers and other parts of their bodies as well as brushes and other tools. **Autumn 2** Explores different materials and tools to develop manipulation and control e.g. scoops, tweezers, scissors. Explores and manipulates different materials, using all their senses to investigate them. Makes simple models. **Spring 1** Can scrunch, tear and roll paper. Combines objects like stacking blocks and cups. Enjoys using blocks to create their own simple structures and arrangement. **Spring 2** Put objects inside others and take them out again.	**Autumn 1** **Designing and Making** Explores different materials freely, to develop their ideas about how to use them and what to make Uses construction materials to build and make enclosures and spaces Understands that different materials can be used for different purposes **Autumn 2** **Making** Makes choices about which materials and textures to use when creating and developing their own ideas **Joining** Knows what tools can be used to join different materials **Food and Nutrition** Understands the importance of healthy food choices **Spring 1** **Structures** Constructs with purpose using a range of materials e.g. cardboard, paper, wood and plastic **Joining** Can use tape and glue to join two or more pieces together Technical Knowledge Can name and identify a variety of materials **Food and Nutrition** Understands where food comes from Can talk about and identify healthy foods **Spring 2** **Making** Uses one handed tools and equipment with increasing control e.g. scissors **Structures** Makes simple models which express their ideas **Summer 1** **Designing**	**Autumn 1** **Designing** To use colours for a particular purpose. **Making** To role play using given props and costumes. To use different construction materials for a purpose. **Joining and Structures** To explore different techniques for joining materials (Glue Stick, tapes). **Safety** To know how to work safely. **Autumn 2** **Food Technology** To use some cooking techniques. To know how to work safely and hygienically. **Making** To use a range of media to create e.g. clay / salt dough etc (diva lamp). **Joining and Structures** To explore different techniques for joining materials (Glue Stick, sellotape tape, PVA). S**pring 1** **Making** To create a Chinese New Year craft - experiment with different mark making tools such as art pencils, pastels, chalk **Structures** Know that we can create models with a range of resources, such as: construction kits, junk modelling resources, paper, cardboard. **Joining** To explore different techniques for joining materials (Glue Stick, PVA, masking tape). Begin to know that modelling means to create a more specific shape.

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Explores 2D shapes in their play and can create pictures. Explores and builds with 3D shapes. **Summer 1** Repeats actions that have an effect, for example using cause and effect toys. Uses their imagination as they consider what they can do with different materials. **Summer 2** Holds a paintbrush in the palm of hand and can make marks using brush strokes. Can take part in functional play. **3 Year Olds** **Autumn 1** Explores small construction equipment e.g stacking duplo. Knows the function of different one-handed tools and explores these. E.g., scissors/tweezers/paintbrush. Can use one handed tools to transfer objects. **Autumn 2** Can hold scissors with two hands to open and close. Beginning to make snips in paper using looped/ spring loaded scissors. Explores different materials freely to develop their ideas and then decide which materials to use to express them. **Spring 1** Can sort objects by colour. Can print with simple shapes using hand to press and lift off. Can join different materials together using a glue stick. **Spring 2**	Plans and thinks ahead about how they will explore or undertake an activity **Making** Selects tools and techniques needed to shape, assemble and join materials **Structures** Makes imaginative and complex constructions **Summer 2** **Designing and Making** Uses a range of materials creatively to design and make products **Structures** makes imaginative and complex 'small worlds' with blocks or construction kits **Evaluating** Explains what they have created Talks about and begins to compare the properties of materials	Know that materials can be hard, meaning not easily broken. Know that materials can be soft, meaning they are easy to mould or break. **Spring 2** **Structures** To investigate a range of materials and experiment with how they can be connected to form simple structures. Making To make props and costumes for different role play scenarios. To combine materials to create a wild animal picture. To recreate a famous painting/ picture. Joining To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins). Evaluating Know how to share the creations/models that they made by talking about the process and what they represent. **Summer 1** **Designing** To design and plan what they are going to make (cooking, construction, creative activities, junk modelling). **Making** To draw more detailed pictures of people and objects (plants). To manipulate materials and joining techniques. Mechanisms To design and create a minibeast scene with a moving mechanism (pop up/sliding). **Summer 2** **Making** To explore, use and refine a variety of artistic effects to express their ideas and feeling. **Evaluating** To share creations, talk about process and evaluate their work. To adapt work where necessary.

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Can create closed shapes with continuous lines. Is able to choose resources independently.		Know some similarities and differences between materials.

Children at the expected level of development will:

- **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.**
- **Make use of props and materials when role playing characters in narratives and stories.**

DT : End of Key Stage One National Curriculum Expectations				
Design	**Make**	**Evaluate**	**Technical Knowledge**	**Cooking and nutrition**
KS1: • 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	**KS1:** • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	**KS1:** • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria	**KS1:** • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	**KS1:** • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

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Year One	Year Two
Design The importance of a product may be that it fulfils its goals and performs a useful purpose. Describe why a product is important. Design criteria are the explicit goals that a project must achieve. Create a design to meet simple design criteria. Two products can be compared by looking at a set of criteria and scoring both products against each one. Describe the similarities and differences between two products. **Make** Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food. Follow the rules to keep safe during a practical task. Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking. Select the appropriate tool for a simple practical task. Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. Running stitch is made by passing a needle in and out of fabric at an even distance. Cut and join textiles using glue and other joins. Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows. Select and use a range of materials, beginning to explain their choices. Fabric can be decorated using materials and small objects, such as buttons and sequins. Decorations can be attached to the fabric by gluing, stapling or tying. Use gluing, stapling or tying to decorate fabric, including buttons and sequins. **Evaluate** A strength is a good quality of a piece of work. A weakness is an area that could be improved. Talk about their own and each other's work, identifying strengths or weaknesses and offering support Everyday products are objects that are used routinely at home and school. All products are designed for a specific purpose. Name and explore a range of everyday products and describe how they are used. **Technical Knowledge** An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels. Use wheels and axles to make a simple moving model. Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. Construct simple structures, models or other products using a range of materials.	**Design** Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors and many other people in important roles. Explain why a designer or inventor is important. Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology. Generate and communicate their ideas through a range of different methods. **Make** Embellishment is a decorative detail or feature added to something to make it more attractive. Add simple decorative embellishments, such as buttons, prints, sequins and appliqué Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint. Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. A running stitch is a basic stitch that is used to join fabric. It is made by passing a needle in and out of fabric at an even distance. Use different methods of joining fabrics, including glue and running stitch. Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. Select the appropriate tool for a task and explain their choice. Use a range of mechanisms (levers, sliders, wheels and axles) in models or products. **Evaluate** Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose. Compare different or the same products from the same or different brands. Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. Explain how closely their finished products meet their design criteria and say what they could do better in the future. Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive. Explain how an everyday product could be improved. **Technical Knowledge** Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable. Explore how a structure can be made stronger, stiffer and more stable. A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams. Use a range of mechanisms (levers, slider) in models or products.

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Cooking and nutrition Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of hand spans or pencils laid end to end. Measure and weigh food items using non-standard measures, such as spoons and cups. Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. Select healthy ingredients for a fruit or vegetable salad. Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts. Sort foods into groups by whether they are from an animal or plant source.	