



Design and Technology Curriculum Progression of Skills and Knowledge

DT - EYFS Progressive Statements			
EYFS	3- and 4- Year Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> 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.
		Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.
		Understanding the World	<ul style="list-style-type: none"> Explore how things work.
		Expressive Arts and Design	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as 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 which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
	Reception	Physical Development	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

				<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills.
	ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
		Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 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.

<u>Year</u>	<u>Term</u>	<u>Scheme of Work</u>	<u>Cooking and Nutrition</u>	<u>Stable Structures</u>	<u>Mechanical Systems</u>	<u>Textiles</u>
1	Autumn	Eat More Vegetables	<ul style="list-style-type: none"> • I can name a variety of fruits and vegetables. • I can use adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. • I know that some fruits and vegetables need to be washed, cut, cored, peeled or grated before they can be eaten. • I understand basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean. • I can use a knife to cut some fruits and vegetables in different ways. • I can grate an apple and a carrot. • I can peel a banana, apple and cucumber. 			

1	Spring	Stables Structures		<ul style="list-style-type: none"> • I can identify the features of toy garages. • I know what the word 'stable' means. • I can make changes to the design of a stable structure to make it fit for purpose. • I can explore a range of materials and evaluate the usefulness of their properties for a particular project. • I can explore how to make stable structures that hold a given object. • I can follow a design to make a stable structure. • I know some ways to make a structure more stable. • I can evaluate my finished structure against a set of given criteria. 		
1	Summer	Moving Minibeasts			<ul style="list-style-type: none"> • I can make a sliding mechanism out of card. • I know what a pivot and lever are. • I can use a pivot and lever mechanism using card and a split pin. • I can make a wheel mechanism using card and a split pin. • I can match a mechanism to the type of movement they produce. 	

					<ul style="list-style-type: none"> • I can design a moving minibeast picture to include a variety of moving mechanisms. • I can follow a design to create a moving minibeast picture for a particular purpose. • I can evaluate my finished moving minibeast picture by identifying things that worked well and things that could be improved. 	
2	Autumn	Perfect Pizzas	<ul style="list-style-type: none"> • I can name a variety of pizza toppings. • I can use the model of the balanced plate to evaluate how healthy different pizzas are. • I can explore different types of bread and evaluate which would work best for a pizza base. • I can identify which food group a variety of pizza toppings belong to. • I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. • I can explain why each of the food groups is important for a balanced diet. 			

			<ul style="list-style-type: none"> • I can design and make a healthy pizza following given criteria. • I can evaluate my finished pizza, saying what I think and feel about it. 			
2	Spring	Vehicles			<ul style="list-style-type: none"> • I can investigate a range of vehicles, identifying and labelling their features. • I know what an axle is. • I know what a chassis is. • I can explore different ways of using axles, chassis and wheels to create a moving base. • I can design a vehicle with wheels, axles and chassis, as well as a body. • I can follow a design to make a moving vehicle. • I can evaluate my finished moving vehicle. 	
2	Summer	Puppets				<ul style="list-style-type: none"> • I can explore a variety of puppets, identifying and labelling their features. • I can cut out felt using a simple template. • I can stick pieces of felt together to make a finger puppet. • I can add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths.

						<ul style="list-style-type: none">• I can use running stitch to join two pieces of fabric together.• I can use overstitch to join two pieces of fabric together.• I can sew a button onto a piece of fabric.• I can design a glove puppet for a particular purpose.• I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations.• I can evaluate my finished glove puppet by identifying what went well and what could be improved.
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