



Tibshelf Infant and Nursery School
Progression of Study and Skills

Links to Design Technology within the EYFS (Development Matters)

3-4 year olds should be learning to	PSED	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	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 of the World	Explore how things work
	Expressive Arts and Design	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 children should be learning to	Physical Development	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 Art and Design	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. Create collaboratively, sharing ideas, resources and skills.
	PSED	Know and talk about the different factors that support their overall health and wellbeing – including healthy eating.

By the end of the EYFS children should be able to: (EYFS Statutory Guidance)

ELG	Fine Motor	Use a range of small tools, including scissors, paintbrushes and cutlery Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.
	EAD – Creating with Materials	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.
	Communication and Language – Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	PSED – Managing self	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	PSED – Building Relationships	Work and play cooperatively and take turns with others.



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KS1 National Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

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.

Make 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

Evaluate explore and evaluate a range of existing products, their own ideas and products against design criteria

Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable.

Use mechanisms e.g. levers, sliders, wheels and axles in own products.



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	Designing	Making	Evaluating	Technical knowledge	Cooking and nutrition
Children should...					
EYFS Nursery	<p>Explore different materials freely, in order to make choices about how to use them and what to make.</p> <p>Talk about what they are doing and begin to make oral plans.</p>	<p>Select and use activities and resources to achieve a goal. Use scissors to snip.</p> <p>Use one handed tools to explore marks and the changing form of dough and other malleable materials.</p> <p>Use gross motor movements to paint and make marks with a variety of equipment including brushes, rollers and stampers. Make their own small world scenes using a combination of blocks, construction and small world characters.</p>	<p>Share the creations they have made with others.</p>	<p>Know how things work such as switches on a torch.</p> <p>Know that we can use glue or tape to stick.</p> <p>Know how to join different construction resources such as Duplo and mega blocks.</p> <p>Know how to hold scissors correctly – thumb up and elbow against side.</p> <p>Know how to use mark making equipment to represent objects – for example a continuous circle for a face.</p>	<p>Explore different food in a range of contexts e.g. investigation area and through food tasting.</p> <p>Name familiar foods.</p>
EYFS Reception	<ul style="list-style-type: none"> • Explore and develop their own ideas and then decide which materials to use to express them. • Use stimuli in the area to think about what they would like to create. • Talk through thoughts and ideas and use pictures or words to create a simple plan. • Respond to questioning regarding a simple design criteria. 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Use one-handed tools and equipment competently, safely and with confidence. E.g. scissors, paintbrushes and cutlery. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Share their creations, explaining the process and choices they have made. • Talk about their construction/creation and realise it can be used for a purpose. • Begin to answer why question and talk about how to improve their creation. 	<ul style="list-style-type: none"> • Knows how things work, for example remote controls, cd players, Bee Bots and recording equipment. • Knows the meaning of recently introduced vocabulary when designing and making. 	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and tooth brushing. • Know and talk about the different factors that support their overall health and wellbeing. • Explore different food in a range of contexts e.g. investigation area and through food tasting. • Name familiar foods and where some types of food come from. • Understand that certain foods need to be cooked/prepared in a certain way.
	<u>EYFS-Key Vocabulary</u>				
	Apron, Chop, Cut, Equipment, Fork, Knife, Mix, Spoon, Bead, Fabric, Felt, Scissors, Cello tape, Glue Stick, Masking Tape, Paper Clip, Play dough, Ruler, Straws, Build, Make User, purpose, design, new ideas, meaningful, creative, evaluate				



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KS1 – Y1	Designing		Making		Evaluating		Technical knowledge	Cooking and nutrition	
	Understanding contexts, users and purposes	Generating, developing, modelling and communicating ideas	Planning	Practical skills and techniques	Own ideas and products	Existing products		Where food comes from	Food preparation, cooking and nutrition
	<ul style="list-style-type: none"> •Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment •State what products they are designing and making •Say whether their products are for themselves or other users •Describe what their products are for – their purpose •Say how their products will work using their design •Use simple design criteria to help develop their ideas 	<ul style="list-style-type: none"> •Be supported through questioning to generate ideas by drawing on their own experiences •Use knowledge of existing products to help come up with ideas •Model ideas by exploring materials, components and construction kits and by making templates and mock-ups •Use technology, where appropriate, to develop and communicate ideas. 	<ul style="list-style-type: none"> •Plan by suggesting what to do next •Select from a range of tools and equipment available 	<ul style="list-style-type: none"> •Be supported to follow procedures for safety and hygiene •Use a range of materials and components, including construction materials and kits, food ingredients and mechanical components •Assemble, join and combine materials and components •Uses finishing techniques, including those from art and design 	<ul style="list-style-type: none"> •Talk about their design ideas and what they are making •Suggest how their products could be improved during and after 	<ul style="list-style-type: none"> •Discover what products are/who products are for/what products are for/how products are used/where products might be used/what materials products are made from •Talk freely about what they like and dislike about products 	<ul style="list-style-type: none"> •Investigate the movement of simple mechanisms such as levers, sliders, wheels and axles •Look at how freestanding structures can be made stronger, stiffer and more stable •Know that food ingredients should be combined according to their sensory characteristics •Use the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> •Know that all food comes from plants or animals •Know that food has to be farmed, grown elsewhere (e.g. home) or caught 	<ul style="list-style-type: none"> •Name and sort foods into the five groups in the Eatwell Guide •Know that everyone should eat at least five portions of fruit and vegetables every day •Prepare simple dishes safely and hygienically, without using a heat source •Use techniques such as cutting, peeling and grating
<p>Key Vocabulary</p> <p>Preparing fruit and vegetables - fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p> <p>Free standing structures - cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>Wheels and axels - vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>									



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KS1 – Y2	Designing		Making		Evaluating		Technical knowledge	Cooking and nutrition	
	Understanding contexts, users and purposes	Generating, developing, modelling and communicating ideas	Planning	Practical skills and techniques	Own ideas and products	Existing products		Where food comes from	Food preparation, cooking and nutrition
	<ul style="list-style-type: none"> •Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment •State what products they are designing and making and why •Say whether their products are for themselves or other users <ul style="list-style-type: none"> • describe what their products are for • say how their products will work • say how they will make their products suitable for their intended users • use simple design criteria to help develop their ideas 	<ul style="list-style-type: none"> •Generate independent ideas by drawing on their own experiences •Use knowledge of existing products to help come up with ideas •Develop and communicate ideas by talking and drawing •Model ideas by exploring materials, components and construction kits and by making templates and mock-ups •Use technology, where appropriate, to develop and communicate their ideas 	<ul style="list-style-type: none"> •Plan by suggesting what to do next •Select from a range of tools and equipment, explaining their choices •Select from a range of materials and components according to their characteristics 	<ul style="list-style-type: none"> •Follow procedures for safety and hygiene •Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components •Measure, mark out, cut and shape materials and components •Assemble, join and combine materials and components •Use finishing techniques, including those from art and design 	<ul style="list-style-type: none"> •Talk about design ideas and what they are making •Make simple judgements about products and use design criteria •Can suggest how products could be improved 	Answer questions such as: <ul style="list-style-type: none"> •What products are? •Who products are for? •What products are for? •How products work? •How products are used? •Where products might be used? •What materials products are made from? •What they like and dislike about products? 	<ul style="list-style-type: none"> •Discuss the simple working characteristics of materials and components •Know about the movement of simple mechanisms such as levers, sliders, wheels and axles – use prior knowledge from Y1 •Know that a 3-D textiles product can be assembled from two identical fabric shapes •Know that food ingredients can be combined according to their sensory characteristics •Attempt to use the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> •Know that all food comes from plants or animals •Know that food has to be farmed, grown elsewhere (e.g. home) or caught etc. 	<ul style="list-style-type: none"> •Be able to name and sort foods into the five groups in the ‘Eatwell Guide’ •Understand that everyone should eat at least five portions of fruit and vegetables every day to maintain a healthy diet •Prepare simple dishes safely and hygienically, without using a heat source •Know how to use techniques such as cutting, peeling, grating and which food’s to use certain techniques
<p>Key Vocabulary</p> <p>Preparing fruit and vegetables - fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p> <p>Sliders and levers - slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> <p>Templates and joining - names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>									