Curriculum Skills and Progression Map

Design and Technology

Early Years Foundation Stage	Key Stage One
Personal, Social and Emotional Development **3- and 4-Year-Olds** • 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** **3- and 4-Year-Olds** • 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. **Reception** • 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. **Early Learning Goal** **Fine Motor Skill** • Use a range of small tools, including scissors, paintbrushes, and cutlery. **Understanding the World** **3- and 4-Year-Olds** • 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, 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.	**Design** • 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. • Evaluate their ideas and products against design criteria. **Technical Knowledge** • 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. **Cooking and Nutrition** • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.

Reception • 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. **Early Learning Goal** **Creating with Material** • 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.	

	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Early Years Foundation Stage	• Explain what they are making and which materials they are using. • Select materials from a limited range that will meet a simple design criterion e.g. shiny. • Select and name the tools needed to work the materials e.g. scissors for paper. • Explore ideas by rearranging materials. • Describe simple models or drawings of ideas and intentions. • Discuss their work as it progresses.	• Begin to create their design using basic techniques. • Start to build structures, joining components together. • Look at simple hinges, wheels, and axles. • Use technical vocabulary when appropriate. • Begin to use scissors to cut straight and curved edges and hole pinches to punch holes. • Explore using/ holding basic tools such as a saw or hammer. • Use adhesives to join materials	• Say what they like and do not like about items they have made and attempt to say why. • Begin to talk about their designs as they develop and identify good and bad points. • Start to talk about changes made during the making process. • Discuss how closely their finished products meet their design criteria.	• Build structures and begin to explore how they can be made stronger, stiffer, and more stable. • Explain in simple terms how things work i.e. the cars wheels turn.	• Begin to develop a food vocabulary using taste, smell, texture and feel. • Explore familiar food products e.g. fruit and vegetables. • Stir, spread, knead, and shape a range of food and ingredients. • Begin to work safely and hygienically. • Start to think about the need for a variety of foods in a diet. • Measure and weigh food items, non-statutory measures e.g. spoons, cups.

Key Stage One	• Begin to draw on their own experience to help generate ideas and research conducted on criteria. • Design products that have a purpose and are aimed at an intended user • Explain how their products will look and work through talking and simple annotated drawings • Make models, templates, and mockups of ideas on card, paper or using ICT (when relevant) • Understand how to identify a target group for what they intend to design and make based on a design criterion. • Work in a range of relevant contexts, for example imaginary, story-based, home, school, and the wider environment.	• Follow a simple plan or recipe • Begin to select from a range of hand tools and equipment; use correct vocabulary to name and describe them, such as scissors, graters, zesters, safe knives, juicer • Select from a range of materials, textiles, components, and tools appropriate for completing their projects • Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures • With help measure, mark out, cut and shape a range of materials. • Begin to assemble, join, and combine materials and components together using a variety of temporary methods e.g., glues or masking tape. • Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple	• Start to evaluate their product through discussion, comparisons, and simple written responses as to how well it works in relation to the purpose/design criteria. • When looking at existing products explain what they like and dislike about the products and why. • Explore what materials the products are made from • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time • Evaluate their work against their design criteria • Talk about their ideas with confidence	• Build structures, exploring how they can be made stronger, stiffer, and more stable. • Talk about and start to understand the simple working characteristics of materials and components • Explore and create products using mechanisms, such as levers, sliders, and wheels	• Understand that all food comes from plants or animals. • Develop understanding of where different foods come from (e.g., foods which are farmed, grown elsewhere (e.g., home) or caught) and food from native to different countries. • Understand how to name and sort foods into the five groups in 'The Eat well plate' • Know that everyone should eat at least five portions of fruit and vegetables every day and why • Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • Know how to use techniques such as cutting, peeling, and grating. • Measure and weigh food items using non-standard measures

		decorations. • Use basic sewing techniques			