

EYFS- KS1 Skills Progressions- DT



	EYFS	KS1 objectives
Design	ELG: Listening, Attention and Understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG: Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Fine motor skills - Use a range of small tools, including scissors, paintbrushes and cutlery. ELG: 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.	<u>NC Objectives</u> 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 • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings.
Make	ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG: Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Creating with Materials Share their creations, explaining the process they have used. Deign/Make something for someone for a some purpose. - Junk modelling with topic eg rockets, transport, Chinese dragons, houses, suitcases - Clay model making- pots, fossils,	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 • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluate	- Food – baking, turnip stew, rock buns, sandwiches, pancake etc - Cards- Christmas Easter etc. Researching topic, looking at objects and images to inspire, copy, magpie ideas - Planning either as a class or individually (REC) - Evaluate what they have made , talk about how they have made it, what they liked and what they would do next time to improve it. -	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.
Technical Knowledge	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Managing self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: Fine motor skills - Use a range of small tools, including scissors, paint brushes and cutlery; Food tasting – fruit, veg, Chinese food, food from Pakistan, polish food, foo from other countries Opinions of food- like dislike, Food prep skills- Chopping, cutting, mixing, making dough, play dough making, stirring, scooping, etc. Craft areas- includes scissors (wiggly and normal), glue, masking tape, cellotape, hole punch, treasury tags, split pins Materials including boxes, string, wool, lolly sticks fabric feather etc.	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. • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.