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| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | **DT Progression of Skills EYFS and KS1** | | | |
| This document has been designed to show how we will cover all of the relevant DT knowledge and skills across our school. The context in which these are taught is down to the discretion of teachers, where possible trying to match the content of their unit to their year group’s termly topic. Please see the individual Year Group’s Termly overview to see the content of the DT studied at St Michael’s School. | | | |
| EYFS Area of Learning  Moving and handling.  The World  Exploring and using media and materials.  Being imaginative  Tecnology | | KS1 Areas of study  **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. | | |
| Moving and Handling  40 - 60 Months   Uses simple tools to effect and change materials.   Handles tools, objects, construction and malleable materials safely with control. | | Developing, planning and communicating ideas. | **Year 1**   Draw on their own experience to help generate ideas   Suggest ideas and explain what they are going to do   Identify a target group for what they intend to design and make   Model their ideas in card and paper   Develop their design ideas applying findings from their earlier research  Explore where food comes from. | **Year 2**   Generate ideas by drawing on their own and other people's experiences   Develop their design ideas through discussion, observation, drawing and modelling   Identify a purpose for what they intend to design and make   Identify simple design criteria   Make simple drawings and label parts  Explore where food comes from. |
| The World  30-50 Months  To talk about some of the things they have observed, such as plants, animals, natural and found objects.  To talk about why things happen and how things work.  40-60 Months  To look closely at similarities, differences, patterns and change.  ELG  To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.  ELG   Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | | Working with tools, equipment, materials and components to make quality products (inc-food) |  Make their design using appropriate techniques   With help measure, mark out, cut and shape a range of materials   Use tools eg scissors and a hole punch safely   Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape   Select and use appropriate fruit and vegetables, processes and tools   Use basic food handling, hygienic practices and personal hygiene   Use simple finishing techniques to improve the appearance of their product   Explore mechanisms ( levers, sliders, wheels and axels) |  Begin to select tools and materials; use vocab' to name and describe them   Measure, cut and score with some accuracy   Use hand tools safely and appropriately   Assemble, join and combine materials in order to make a product   Cut, shape and join fabric to make a simple garment. Use basic sewing techniques   Follow safe procedures for food safety and hygiene   Choose and use appropriate finishing techniques   Explore and use mechanisms ( levers, sliders, wheels and axels) |
| Technology  22-36 months   Operates mechanical toys, e.g turns the knob on the wind-up toy and pulls back on a friction car.  30-50 Months   shows an interest in technologist toys with knobs or pulley. | | Evaluating processes and products. |  Evaluate their product by discussing how well it works in relation to the purpose   Evaluate their products as they are developed, identifying strengths and possible changes they might make   Evaluate their product by asking questions about what they have made and how they have gone about it.   Evaluate already existing products. |  Evaluate against their design criteria   Evaluate their products as they are developed, identifying strengths and possible changes they might make   Talk about their ideas, saying what they like and dislike about them   Evaluate a range of existing products. |
| Exploring and using media and materials.  30 -50 Months   Uses various construction materials.   Begins to construct.   Joins construction pieces together to build and balance.  Realises tools can be used for a purpose.  40-60 Months  Experiments to create different textures.   Manipulates materials to achieve a planned effect.   Constructs with purpose in mind using a variety of resources.   Uses simple tools and techniques competently and appropriately.   Selects appropriate resources and adapts work where necessary.   Selects tools and techniques needed to shape, assemble and join materials they are using.  ELG  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | |
| Being imaginative  22-36 Months   Beginning to use representations to communicate i.e drawing a line and saying ‘That’s me’.  30-50 Months   Uses available resources to create props to support role-play.  40-60 Months   Creates simple representations of events, people and objects.  ELG   They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories. | |