



Stapleford Abbotts Primary Academy - Design and Technology Curriculum Progression Document

EYFS and KS1

EYFS	Pre School	Reception
	<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.· 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.·Show a preference for a dominant hand.·Explore different materials freely, 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.·Join different materials and explore different textures.·Explore how things work.·Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.·Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	<ul style="list-style-type: none">·Create collaboratively, sharing ideas, resources and skills.·Return to and build on their previous learning, refining ideas and developing their ability to represent them.·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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons·Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.·Explore, use and refine a variety of artistic effects to express their ideas and feelings.



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		Early Learning Goals	
		<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. · Use a range of small tools, including scissors, paintbrushes and cutlery. 	
		Year 1	Year 2
Design	Contexts , Uses and Purposes	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> - 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 	
		<ul style="list-style-type: none"> - State the purpose of the design and the intended user 	<ul style="list-style-type: none"> - Explore materials, make templates and mock ups e.g. moving picture / lighthouse
	Ideas	Generate own ideas for design by drawing on own experiences or from reading	Generate own ideas for design by drawing on own experiences or from reading
Make	Planning	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, 	
		<ul style="list-style-type: none"> - 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"> - Select from a range of tools and equipment explaining their choices - Select from a range of materials and components according to their characteristics
	Practical Skills and Techniques	<ul style="list-style-type: none"> - Follow procedures for safety - Assemble join and combine materials and components 	<ul style="list-style-type: none"> - Use and make own templates - Measure mark out, cut out and shape materials and components



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		- Use simple fixing materials e.g temporary - paper clips tape and permanent - glue staples	- Use finishing techniques, including those from art and design
Evaluate	Own Ideas and Products	Year 1	Year 2
		<u>National Curriculum</u> Pupils should be taught to: - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	
	Existing Products	- Talk about their design ideas and what they are making - Make simple judgements about their products and ideas against design criteria - Investigate - what products are, who they are for, how they are made and what materials are used	- Suggest how their products could be improved - Evaluating products and components used - Investigate - what products are, who they are for, how they are made and what materials are used
Technical Knowledge	Making Products Work	Year 1	Year 2
		<u>National Curriculum</u> Pupils should be taught to: - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	
		- Understand about the simple working characteristics of materials and components - Understand about the movement of simple mechanisms including levers, sliders	- Understand about the simple working characteristics of materials and components - Understand about the movement of simple mechanisms including wheels and axles - Understand that food ingredients should be combined according to their sensory characteristics - Know the correct technical vocabulary for the projects they are undertaking - Understand how freestanding structures can be made stronger, stiffer and more stable
Cooking and Nutrition	Where food comes from	Year 1	Year 2
		<u>National Curriculum</u> Pupils should be taught to: - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from	



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		Know where food comes from	Know where food comes from
	Food Preparation and Cooking	<ul style="list-style-type: none">- Prepare simple dishes safely and hygienically, without using a heat source	<ul style="list-style-type: none">- Use appropriate equipment to weigh and measure ingredients- Prepare simple dishes safely and hygienically, without using a heat sources- Use techniques such as cutting- Name and sort foods into the five groups of the 'eat well' plate- Know that everyone should eat at least five portions of fruit and vegetables every day