

Design Technology Skills Progression Map



School Readiness Intent: At St Francis CE Primary School we want our children to explore, design and make. As an explorer we will learn how structures are made. We will inspire enquiring minds to ask questions and create an ethos of finding out answers to questions and create an environment of curiosity and wonder.

EYFS Intent: Children in the Early Years Foundation Stage will be given the opportunity to explore the materials around them through continuous and enhanced provision and quality first teaching. They will be able to explore, design and create using a variety of materials such as wooden blocks, lego, duplo, megablocks, card, paper, glue, tape etc. DT features into the Specific Area Of Learning – Expressive Arts and Design (EAD) – in the strand ‘Exploring and using media and materials.’ Also, in the Prime Area of Learning – Physical Development (PD) in the strand – ‘Moving and handling.’

EYFS Stage	Development Matters	Implementation/ Context
F3 	16-26 Months EAD – Exploring and using media and materials • Explores and experiments with a range of media through sensory exploration. 16-26 Months PD – Moving and handling • Beginning to balance blocks to build a small tower. 22-36 Months EAD - Exploring and using media and materials • Experiments with blocks, colours and marks. 22-36 Months PD – Moving and handling • Imitates drawing simple shapes such as circles and lines. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Children will be provided materials to create large motor movements and smaller movements to help develop the skills required later on in school. They will be provided with malleable materials such as playdoh to explore and given a range of tools that involve pressing, rolling and moulding. They will begin their skills of building through creating towers. They will begin to learn about food and nutrition through exploration of food, shared snack time, decorating biscuits and making fruit ice lollies, thinking about ingredients. <i>I am beginning to master practical skills through food and construction and make constructions.</i>
F2 	30-50 Months EAD - Exploring and using media and materials • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 30-50 Months PD – Moving and handling • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	Children will be given the opportunity to choose unusual or interesting materials and resources to enable them to explore colour, texture and space. They will begin to be taught the skills required to use a variety of tools such as scissors for cutting/making snips or knives for cutting fruit. They will begin to introduce the vocabulary of squeezing, rolling, patting, dough disco fun. Children will be given the opportunity to explore threading, manipulating materials, using tools, learning joining and fastening techniques; whilst discussing appropriate safety measures when using these. <i>I am beginning to master practical skills through food, design and construction and make structures using a range of construction materials.</i>

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EYFS Stage	Development Matters	Implementation/ Context
Reception 	40-60 Months EAD - Exploring and using media and materials • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a 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. 40-60 Months PD – Moving and handling • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. ELGs - EAD- Exploring and using media and materials Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELGs – PD- Moving and handling They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children will be given the opportunity to construct a variety of different products safely using different tools and media. They will be given the opportunity to share their ideas and explain adaptations to work where necessary. Children will use a mixture of natural and man-made materials to explore and create new structures like houses, bridges, trucks, cars. They will continue to be taught and develop their skills of using scissors for cutting and other tools through continuous provision and quality first teaching by using a range of manipulative materials. They will develop their skills of building by bridging and balancing. They will create a healthy snack for a loved one, practising their cutting and food preparation skills. The children are thinking about the intent of their design, talking it through as they are building or creating. They will design for a purpose such as building a bridge for the three billy goats to cross, designing a waterproof suit for a diver, designing a moon buggy with big wheels that can move along the uneven surface of the moon etc. Children will be evaluating which is the best material to use. <i>I am beginning to master practical skills through food, mechanics and constructions. I am beginning to use design to make and evaluate.</i>

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things



Learning and Teaching in EYFS – New Curriculum

What DT Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

DT		
Three and Four-Year-Olds	Personal, Social and Emotional Development	• 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 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	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 Arts 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.

ELG	Physical Development	Fine Motor Skills	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	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.