



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



DT

EYFS			
Nursery (3-4 year olds)		Reception	
Personal, Social and Emotional Development	<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. 	Physical Development	<ul style="list-style-type: none"> • 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.
Physical Development	<ul style="list-style-type: none"> • 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. 	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.
Understanding the World	<ul style="list-style-type: none"> • Explore how things work. 		
Expressive Arts and Design	<ul style="list-style-type: none"> • 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. 		

Designing

Year 1

- state what products they are designing and making
- say whether their products are for themselves or other users
- describe what their products are for
- generate ideas by drawing on their own experiences

Year 2

- work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment
- say how their products will work
- say how they will make their products suitable for their intended users
- use simple design criteria to help develop their ideas
- Use knowledge of existing products to help come up with ideas

Making

Year 1

- plan by suggesting what to do next
- select from a range of tools and equipment, explaining their choices
- follow procedures for safety and hygiene
- use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components

Year 2

- plan by suggesting what to do next independently
- select from a range of materials and components according to their characteristics
- follow procedures for safety and hygiene
- measure, mark out, cut and shape materials and components
- assemble, join and combine materials and components
- use finishing techniques, including those from art and design

Evaluating

Year 1

- talk about their design ideas and what they are making
- begin to suggest how their products could be improved
- what products are
- who products are for
- what products are for
- how products work
- how products are used
- where products might be used

Year 2

- make simple judgements about their products and ideas against design criteria
- suggest how their products could be improved
- what products are
- who products are for
- what products are for
- how products work
- how products are used
- where products might be used
- what materials products are made from
- what they like and dislike about products

<ul style="list-style-type: none"> • what materials products are made from • what they like and dislike about products 	
Vocabulary	
evaluate, user, purpose, product	criteria, product, function

Materials/Structures	
Year 1	Year 2
<ul style="list-style-type: none"> • begin to measure and join materials, with some support • describe differences in materials • suggest ways to make material/product stronger 	<ul style="list-style-type: none"> • measure materials • describe some different characteristics of materials • join materials in different ways • use joining, rolling or folding to make it stronger • use own ideas to try to make product stronger
Vocabulary	
cut, fold, join, fix structure, weak, strong, base, top, wall, tower, framework, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic	

Mechanisms	
Year 1	Year 2
<ul style="list-style-type: none"> • begin to use levers or slides 	<ul style="list-style-type: none"> • use levers or slides • begin to understand how to use wheels and axles
Vocabulary	
slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanisms.

Textiles	
Year 1	Year 2
<ul style="list-style-type: none"> • measure, cut and join textiles to make a product, with some support • choose suitable textiles 	<ul style="list-style-type: none"> • measure textiles • join textiles together to make a product, and explain how I did it • carefully cut textiles to produce accurate pieces • explain choices of textile • understand that a 3D textile structure can be made from two identical fabric shapes.

Vocabulary	
joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish	

Cooking and Nutrition	
Year 1	Year 2
<ul style="list-style-type: none">• describe textures• wash hands & clean surfaces• think of interesting ways to decorate food• say where some foods come from, (i.e. plant or animal)• describe differences between some food groups (i.e. sweet, vegetable etc.) •discuss how fruit and vegetables are healthy• cut, peel and grate safely, with support	<ul style="list-style-type: none">• explain hygiene and keep a hygienic kitchen• describe properties of ingredients and importance of varied diet• say where food comes from (animal, underground etc.)• describe how food is farmed, home-grown, caught• draw eat well plate; explain there are groups of food• describe “five a day”• cut, peel and grate with increasing confidence
Vocabulary	
fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	