



## Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.

Design and Technology						
Cycle 1	Autumn 1 <u>All About Me</u>	Autumn 2 <u>All the Colours of the Rainbow</u>	Spring 1 <u>Dinosaurs</u>	Spring 2 <u>Let's Grow!</u>	Summer 1 <u>Tasty Tales</u>	Summer 2 <u>Holidays</u>
					Design a gingerbread man (Food Technology) Not A Stick - Junk modelling Stanley's Stick	
Cycle 2	Autumn 1 <u>Autumn Changes</u>	Autumn 2 <u>Busy People</u>	Spring 1 <u>Animals Around the World</u>	Spring 2 <u>Marvellous Minibeasts</u>	Summer 1 <u>Wonderful West Kirby</u>	Summer 2 <u>Sensational Summer</u>
	Design an Autumn dinner (Food technology)				Not a Box – Junk modelling	

Design and Technology enables children to gain knowledge and understanding of their world and the EYFS enables the essential building blocks of children's design and technology capabilities to be established. There are many D&T-related activities and opportunities in all areas of learning in the EYFS, such as:

- Promoting and developing problem solving skills and 'Computational Thinking': tinkering, creating, collaborating, persevering, logic, pattern, abstraction, algorithms and decomposition.
- Constructing: Learning to construct and join items with a purpose in mind.
- Using a range of tools: Such as scissors, elastic bands, glue, masking tape, pipe cleaners, Lego, natural resources.
- Cooking techniques: They will practise stirring, mixing, pouring and blending ingredients.
- Exploration and Observation: Children will investigate how everyday objects work and use their senses to review materials and objects, e.g. texture, size and shape.
- Discussion: Children will talk what they have made, the reasons they choose specific materials or methods, how to be safe when creating, etc.
- Recording: They will also learn to record their experiences by planning, drawing, writing and making.

Birth – 3 years	3 and 4 year olds	Reception children	Relevant ELGs
<p><b>Expressive Art and Design –</b> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p> <p><b>Physical Development –</b> Build independently with a range of appropriate resources. Develop manipulation and control. Explore different materials and tools.</p>	<p><b>Expressive Art and Design –</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, 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. Join different materials and explore different textures.</p> <p><b>Physical Development –</b> Choose the right resources to carry out their own plan. Use one-handed tools and equipment.</p>	<p><b>Expressive Art and Design –</b> 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.</p> <p><b>Physical Development –</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>	<p><b>Expressive Art and Design - Creating with Materials ELG:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical Development –</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>

Key Vocabulary	Links to Characteristics of Effective Learning
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design, plan, model, make, build, construct, join, mix, stir, pour, review, safe, unsafe, texture, size, shape, think, rough, soft, small, large, sharp.

Showing a curiosity about objects, events and people. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Developing ideas of grouping, sequences cause and effect.