DT Progression Plan

Early Years Framework 2022

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: In DT Children at the expected level of development at the end of the EYFS will: -

ELG Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.

National Curriculum 2014. What children should be taught in Years 1 and 2

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iteractive process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

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.

This progression plan has considered the building blocks of progress that are required in Design Technology and has identified the essential knowledge that pupils will need to be an effective designer and to ensure that they know and remember more in Design Technology. Subject specific concepts and vocabulary will be explicitly taught and pupils are expected to use this in their learning.

Disciplinary Knowledge (Knoweldge of the processes and skills within Design Technology)

Key DT knowledge	Early Years Foundation Stage	Year One	Year Two
Design	In Nursery children would be expected to: • Explore the purpose of different tools • Discuss ideas for designing • Looking at materials to use for a purpose • Beginning to record designs and ideas on paper. In Reception children would be expected to: • To draw a simple plan of what they are going to make or build in the construction area, model making area. • To label their plan with the materials they are going to use e.g box, lid, paper, pen, eyes ect.	Children would be expected to: • Draw upon prior knowledge from reception to discuss plans for an end project. • To plan and record a design for an end project agaist a success criteria. • Plan the tools and equipment they need to make their design. • Select tool/materials for a particular purpose. • Plan a list of resources needed for the project.	Children would be expected to: • Draw upon prior knowledge from year 1 and reception to discuss plans for an end project. • To plan and record in more detail a design for an end project against a success criteria. • Plan the tools and equipment they need to make their design. • Select tool/materials for a particular purpose. • Plan a list of resources needed for the project.
Make	In Nursery Children would be expected to: • Use various materials for a purpose and discussing what materials are best for making a model. • Beginning to explore different ways of joining e.g tape, glue,split-pins hole punches with support In Reception children would be expected to: • Use materials such as blocks, den building, cardboard, to make objects such as boats, houses etc. • Join using pipe cleaners, tape, glue, split-pins, hole punches with increasing independence.	Children would be expected to: • To make moving pictures, a healthy meal and an item linked to an existing project. • Join independently using a variety of materials such as glue, tape and split pins to create levers for moving pictures and box models. • Select the correct tool for the purpose • Select the right resources for their model. • To work with independence to follow their design	Children would be expected to: • To make a Christmas gift, Lunar Rovers and a healthy meal • To use materials to make a mechanism such as wheels and axles. • To select the right tools and resources from a range that they have not experienced before. • To work with independence and to follow their design.
Evaluate	In Nursery Children would be expected to: • Be beginning to talk about their products with adult support and questioning. • Begin to talk about what they would do next time In Reception children would be expected to: • Verbally say how they made about their product.	Children would be expected to: • Compare their product to the design criteria and talk about which goals have been met. • Talk about what they found easy/difficult and say what they would change next time.	Children would be expected to: • Test their poducts • Reflect on their product and make the necessary changes to make their product better. • Evauate against the success criteria.

Key DT knowledge	Early Years Foundation Stage	Year One	Year Two
	• Talk about what they like/dislike about their product • Say what chages they would make next time.	• Begin to discuss how effective the techniques that they chose have been and whether they were the best choice for their intended purpose.	
Glossary	Design: A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made Product: A thing that is a result of an action or purpose. Make: Form (something) by putting parts together or combining substances; create Evaluate: To determine the significance, worth, or condition of a product. Design criteria: A set of goals a product has to achieve Leaver: A pivot – can be moved round Slider: Can be moved for side to side or up and down Mechanism – materials or componants are connected to make a movement Technology: The use of knowledge to solve problems or invent new devices.		
Transferrable Vocabulary	Design, plan, make, create, attach, join, build, construct, tools, shape, mould	Design, product, plan, make, create, attach, join, tool, instruction,shape, mould, build, construct, Designer, Design Technology,needle, eye, textile, nutrition, evaluate, change.	Design, product, plan, make, create, attach, join, evaluate, Design Technology, needle, eye, textile,nutrition, adapt, designer, mechanism, technique, purpose, design criteria.