**Progression of Skills- EAD (EYFS)  
Statements highlighted in yellow demonstrate the skills children will learn in EYFS to prepare for accessing DT in Year 1.**

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| **Skills** | Reception  Autumn | Reception  Spring | Reception  Summer |
| **Expressive Arts and Design** | Begin to develop complex stories using small world equipment like animal sets, dolls, and doll houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits  Sing the pitch of a tone sung by another person  Sing the melodic shape of familiar songs  Create their own songs, or improvise a song around one they know  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 | Listen attentively, move to, and talk about music, expressing their feelings and responses  Sing in groups or on their own, increasingly matching the pitch and following the melody  Develop storylines in pretend play  Explore and engage in music making and dance, performing, performing solo and in groups  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 | Make use of props and materials when role playing characters in narratives and stories  Invent, adapt, and recount narratives and stories with peers and their teacher  Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems, and stories with others, and –when appropriate try to move in time to music  Safely use and explore a variety of materials, tools, and techniques, experimenting with design, texture, form and function  Share their creations, explaining the process they have used |

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|  | **Year One** |
| **Design** | \* have own ideas  \* explain what I want to do  \*explain what my product is for, and how it will work  \* use pictures and words to plan, begin to use models  \* design a product for myself following design criteria  \*research similar existing products |
| **Make** | \*explain what I’m making and why  \*consider what I need to do next  \*select tools/equipment to cut, shape, join, finish and explain choices  \*measure, mark out, cut and shape, with support  \*choose suitable materials and explain choices  \*try to use finishing techniques to make product look good  \*work in a safe and hygienic manner |
| **Evaluate** | \*talk about my work, linking it to what I was asked to do  \* talk about existing products considering: use, materials, how they work, audience, where they might be used  \*talk about existing products, and say what is and isn’t good  \* talk about things that other people have made  \*begin to talk about what could make product better |
| **Technical knowledge – Materials/structures** | \*begin to measure and join materials, with some support  \*describe differences in materials  \*suggest ways to make material/product stronger |
| **Technical knowledge**  **Mechanisms** | \*begin to use levers or slides |
| **Technical knowledge**  **Textiles** | \*measure, cut and join textiles to make a product, with some support  \*choose suitable textiles |
| **Technical knowledge – Food and nutrition** | \*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 |