



EYFS Progression of Skills in Design & Technology

Nursery

Reception

DESIGN

Developing, planning and communicating ideas.

- Explore products and materials to develop ideas.**
Explore how things work. (Understanding the World)

Explore different materials freely, in order to develop their ideas about how to use them and what to make. (Expressive Arts and Design)

Develop their own ideas and then decide which materials to use to express them. (Expressive Arts and Design)
- Select and name the tools needed to work the materials e.g. scissors for paper.**
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. (PSED)

Choose the right resources to carry out their own plan. (Physical Development)
- Begin to create their design using basic techniques.**
Use large-muscle movements to wave flags and streamers, paint and make marks. (Physical Development)

Use one-handed tools and equipment, for example, making snips in paper with scissors (Physical Development)

MAKE

Working with tools, equipment, materials and components to make quality products

- Start to build structures, joining components together.**
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Expressive Arts and Design)

Create closed shapes with continuous lines and begin to use these shapes to represent objects. (Expressive Arts and Design)

Join different materials and explore different textures. (Expressive Arts and Design)

Explore colour and colour mixing. (Expressive Arts and Design)

- Explore materials and begin to explain what they are making.**
Explore, use, and refine a variety of artistic effects to express their ideas and feelings. (Expressive Arts and Design)

Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Expressive Arts and Design)
- Create their design using basic techniques with more control.**
Progress towards a more fluent style of moving, with developing control and grace. (Physical Development)

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Physical Development)

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Physical Development)
- Use a range of tools, materials and joining techniques.**
Create collaboratively, sharing ideas, resources and skills. (Expressive Arts and Design)

Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG Physical Development Fine Motor)

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG Expressive Arts and Design Creating with Materials)



EVALUATE

Evaluating processes and products

- **Begin to talk about what they like.**

Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (Communication and language)

- **Begin to talk about their designs.**

Share their creations, explaining the process they have used. (ELG Expressive Arts and Design Creating with Materials)



Saint Thomas More Catholic Primary School

EYFS Progression of Skills in Food Technology



Nursery

- **Begin to develop a food vocabulary using taste, smell, texture and feel**
- **Explore familiar food products e.g., fruit and vegetables.**

Use all their senses in hands-on exploration of natural materials.
(Understanding the World)

- **Start to think about the need for a variety of foods in a diet.**

Make healthy choices about food and drink. (PSE)

- **Stir, spread, knead, and shape a range of food and ingredients.**

Use one-handed tools and equipment. (Physical Development)

- **Begin to measure and weigh food items, non-statutory measures e.g., spoons, cups.**

Make comparisons between objects relating to size, length, weight, and capacity.
(Mathematics)

Compare quantities using language: 'more than', 'fewer than'. (Mathematics)

- **Begin to work safely and hygienically.**

Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing, and drying their hands thoroughly. (PSE)

Reception

- **Start to think about the need for a variety of foods in a diet.**

Know and talk about different factors that support overall health, healthy eating. (PSE)

Manage basic hygiene and understanding the importance of healthy food choices.
(ELG PSE Managing Self)

- **Stir, spread, knead, and shape a range of food and ingredients.**

Use a range of small tools, including scissors, paintbrushes, and cutlery.
(ELG Physical Development Fine Motor)

- **Begin to measure and weigh food items, non-statutory measures e.g., spoons, cups.**

Compare length, weight, and capacity. (Mathematics)

- **Begin to work safely and hygienically.**

Manage their own needs, personal hygiene (PSE)

Manage basic hygiene and understanding the importance of healthy food choices.
(ELG PSE Managing Self)