



EYFS Progression Overview



EYFS Progression Overview		DESIGN & TECHNOLOGY					
Skills	Knowledge	Vocabulary	Arriving in Year 1 able to...				
<p>Design To be able talk about what they want to make. To pretend that objects stand for something else. To question why things happen. To clarify thinking and ideas.</p> <p>Making To talk about why things happen and how things work. To use one handed tools. To assemble - join and combine materials.</p> <p>Evaluating To talk about what they have made. To understand that they can change and improve things that they have created.</p> <p>Food To know the importance of a healthy balanced diet. To prepare simple dishes.</p>	<p>Children know The language of designing and making, e.g. join, build and shape. The need for planning and adapting initial ideas to make them better. How to talk about changes made during the making process, e.g. deciding to use a different joining method. How to construct with a purpose in mind and talk about it/ what it does. To select tools and techniques needed to shape, assemble and join the materials they are using. How to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. How everyday objects work by having the opportunity to dismantle things. Some of the tools, techniques and processes involved in food preparation. Basic hygiene awareness. Some of the differences between a healthy and unhealthy diet.</p>	<p>Ideas, make, build, picture, drawing, use, plan, experiment, change, tools, materials, use, materials, use, idea, improve, food, meal, snack, healthy, diet, like, don't like, better, worse, Sellotape, glue stick, masking tape paper clip, plasticine, ruler, straw, apron chop, cut equipment fork, knife mix, spoon, 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, decorate,</p>	<p>Skills</p> <table border="1"> <thead> <tr> <th>With Support</th> <th>Independently</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Share creations and talk about processes and techniques used. Return to and improve previous creations / designs. </td> <td> <ul style="list-style-type: none"> Use a range of tools e.g. scissors. Use a range of joining techniques. Talk about what they want to make and ways in which they are going to do it. </td> </tr> </tbody> </table> <p>Knowledge</p> <ul style="list-style-type: none"> How to use scissors effectively and safely. Choose the resources they need for their chosen activities. Children know the importance for good health of a healthy diet. Children represent their own ideas, thoughts and feelings through design and technology. 	With Support	Independently	<ul style="list-style-type: none"> Share creations and talk about processes and techniques used. Return to and improve previous creations / designs. 	<ul style="list-style-type: none"> Use a range of tools e.g. scissors. Use a range of joining techniques. Talk about what they want to make and ways in which they are going to do it.
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