



Dodford First School Design and Technology Progression of Skills

Achieve, Believe, Create and Fly High

EYFS

<p>Three and Four-Year-Olds</p>	<p>Personal, Social and Emotional Development</p> <p>Physical Development</p> <p>Understanding the World</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore how things work. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects
<p>Reception</p>	<p>Physical Development</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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>ELG</p>	<p>Physical Development</p> <p>Fine Motor Skills</p> <p>Expressive Arts and Design</p> <p>Creating with Materials</p>	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • 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

Disclaimer: This has been developed with reflection upon the National Curriculum (2014) and [Chris Quigley's Essential Curriculum](#).



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KEY STAGE ONE AND TWO

Threshold Concept Key Skills	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4
Master Practical Skills: Food	<ul style="list-style-type: none">• Cut, peel or grate ingredients safely and hygienically.• Measure or weigh using measuring cups or electronic scales.• Assemble or cook ingredients.	<ul style="list-style-type: none">• Prepare ingredients hygienically using appropriate utensils.• Measure ingredients to the nearest gram accurately.• Follow a recipe.• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
Master Practical Skills: Materials	<ul style="list-style-type: none">• Cut materials safely using tools provided.• Measure and mark out to the nearest centimetre.• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	<ul style="list-style-type: none">• Cut materials accurately and safely by selecting appropriate tools.• Measure and mark out to the nearest millimetre.• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).

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	<ul style="list-style-type: none">• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)	<ul style="list-style-type: none">• Select appropriate joining techniques.
Master Practical Skills: Textiles	<ul style="list-style-type: none">• Shape textiles using templates.• Join textiles using running stitch.• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	<ul style="list-style-type: none">• Understand the need for a seam allowance.• Join textiles with appropriate stitching.• Select the most appropriate techniques to decorate textiles.
Master Practical Skills: Electricals and electronics		<ul style="list-style-type: none">• Create series and parallel circuits
Master Practical Skills: Computing	<ul style="list-style-type: none">• Model designs using software.	<ul style="list-style-type: none">• Control and monitor models using software designed for this purpose.
Master Practical Skills: Construction	Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	<ul style="list-style-type: none">• Choose suitable techniques to construct products or to repair items.• Strengthen materials using suitable techniques.

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Master Practical Skills: Mechanics	<ul style="list-style-type: none">• Create products using levers, wheels and winding mechanisms.	<ul style="list-style-type: none">• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
Design, make, evaluate and improve	<ul style="list-style-type: none">• Design products that have a clear purpose and an intended user.• Make products, refining the design as work progresses.• Use software to design.	<ul style="list-style-type: none">• Design with purpose by identifying opportunities to design.• Make products by working efficiently (such as by carefully selecting materials).• Refine work and techniques as work progresses, continually evaluating the product design.• Use software to design and represent product designs.
Take inspiration from designs throughout history	<ul style="list-style-type: none">• Explore objects and designs to identify likes and dislikes of the designs.• Suggest improvements to existing designs.• Explore how products have been created.	<ul style="list-style-type: none">• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.• Improve upon existing designs, giving reasons for choices.• Disassemble products to understand how they work

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