

EYFS Progression of Skills and Vocabulary in Design and Technology

Nursery	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <p>The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.</p> <p>This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum.</p> <p>The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.</p> <p>The most relevant statements for DT are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Physical Development • Expressive Arts and Design 			
Early Learning Goals	Physical Development	Fine Motor Skills	- Use a range of small tools, including scissors, paintbrushes and cutlery.	
	Expressive Arts and Design	Creating with Materials	- 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.	
Personal, Social and Emotional Development	- 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.		V o c a b l e r y	choose, idea, help, need, want
Physical Development	- 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.			large, big, huge, small, little, tiny, choose, tool, cut, snip, hands, hold
Understanding the World	- Explore how things work.			look, search, find, together, apart, hold, inside, outside
Expressive Arts and Design	- 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.			world, house, home, building, city, park, material, idea, think, create, shape, circle square, triangle, line
Knowledge & Skills	Design	Make	Evaluate	Food & Nutrition
	- Select appropriate resources - Use gestures, talking and arrangements of materials and components to show design - Use contexts set by the teacher and myself - Use language of designing and making (see below)	- Construct with a purpose, using a variety of resources - Use simple tools and techniques - Build/construct with a wide range of objects - Select tools & techniques to shape, assemble and join - Replicate structures with materials/components - Discuss how to make an activity safe - Record experiences by drawing, writing, voice recording - Understand different media can be combined for a purpose	- Adapt work if necessary - Dismantle, examine, talk about existing objects/structures - Consider and manage some risks - Practise some appropriate safety measures independently - Talk about how things work - Look at similarities and differences between existing objects / materials / tools - Show an interest in technological toys - Describe textures	- Begin to understand some food preparation tools, techniques and processes - Practise stirring, mixing, pouring, blending - Discuss how to make an activity safe and hygienic - Discuss use of senses - Understand need for variety in Food - Begin to understand that eating well contributes to good health
	Vocabulary			
tool, choose, find, join, stick, cut, snip, fold, build, shape, small, smaller, smallest, big, bigger, biggest, long, longer, longest, short, shorter, shortest, high, higher, highest, heavy, heavier, heaviest, light, lighter, lightest, thick, thicker, thickest, thin, thinner, thinnest	build, tools, materials, add, more, less, join, stick together, copy, safe, draw, write, use together	best, worst, working, not working, broken, change, start again, more, less, enough, too much, not enough, take apart, put together, object, safety, safely, carefully, sensibly, by yourself, talk, how is it/are they the same/different, material, tool, toys, sense, feel, textures, rough, smooth, hard, soft, fluffy, cold, warm, hot, bumpy, wet, dry, grainy, slimy, mushy, light, heavy	food, drink, tools, stir, mix, cut, pour, blend, mash, safe, clean, wash, scrub, wipe, dry, sense, mouth, tongue, taste, flavour, nose, smell, hands, fingers, feel, stroke, eyes, see, look, ears, hear, sound, loud, quiet, eat, healthy, unhealthy	

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Reception	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <p>The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.</p> <p>This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum.</p> <p>The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.</p> <p>The most relevant statements for DT are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Physical Development • Expressive Arts and Design 			
Early Learning Goals	Physical Development	Fine Motor Skills	- Use a range of small tools, including scissors, paintbrushes and cutlery.	
	Expressive Arts and Design	Creating with Materials	- 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.	
Physical Development	<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. 		V o c a b l a r y	moving, forwards, backwards, sideways, slowly, quickly, tools, safely, carefully, look, hold, tightly, loosely, sit, upright, straight
Expressive Arts and Design	<ul style="list-style-type: none"> - 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. 			ideas, feelings, art, together, partner, share, group, skills
Knowledge & Skills	Design	Make	Evaluate	Food & Nutrition
	<ul style="list-style-type: none"> - Select appropriate resources - Use gestures, talking and arrangements of materials and components to show design - Use contexts set by the teacher and myself - Use language of designing and making (see below) 	<ul style="list-style-type: none"> - Construct with a purpose, using a variety of resources - Use simple tools and techniques - Build/construct with a wide range of objects - Select tools & techniques to shape, assemble and join - Replicate structures with materials/components - Discuss how to make an activity safe - Record experiences by drawing, writing, voice recording - Understand different media can be combined for a purpose 	<ul style="list-style-type: none"> - Adapt work if necessary - Dismantle, examine, talk about existing objects/structures - Consider and manage some risks - Practise some appropriate safety measures independently - Talk about how things work - Look at similarities and differences between existing objects / materials / tools - Show an interest in technological toys - Describe textures 	<ul style="list-style-type: none"> - Begin to understand some food preparation tools, techniques and processes - Practise stirring, mixing, pouring, blending - Discuss how to make an activity safe and hygienic - Discuss use of senses - Understand need for variety in Food - Begin to understand that eating well contributes to good health
	Vocabulary			
tool, choose, find, join, stick, cut, snip, fold, build, shape, small, smaller, smallest, big, bigger, biggest, long, longer, longest, short, shorter, shortest, high, higher, highest, heavy, heavier, heaviest, light, lighter, lightest, thick, thicker, thickest, thin, thinner, thinnest	build, tools, materials, add, more, less, join, stick together, copy, safe, draw, write, use together	best, worst, working, not working, broken, change, start again, more, less, enough, too much, not enough, take apart, put together, object, safety, safely, carefully, sensibly, by yourself, talk, how is it/are they the same/different, material, tool, toys, sense, feel, textures, rough, smooth, hard, soft, fluffy, cold, warm, hot, bumpy, wet, dry, grainy, slimy, mushy, light, heavy	food, drink, tools, stir, mix, cut, pour, blend, mash, safe, clean, wash, scrub, wipe, dry, sense, mouth, tongue, taste, flavour, nose, smell, hands, fingers, feel, stroke, eyes, see, look, ears, hear, sound, loud, quiet, eat, healthy, unhealthy	