

Design Technology Progression Document

EYFS

Design 30-50 months	Make 30-50 months	Evaluate
<p>Children design and make products for a purpose and user using a variety of materials and engage in imaginative role-play where they create and use indoor and outdoor environments based on the designed and made world.</p> <p>Being imaginative – Create simple representations of events, people and objects. Choose colours to use for a purpose.</p> <p>Exploring and using media and materials – Explore what happens when they mix colour. Experiment to create different textures. Understand that media can be combined to create new effects. Manipulate materials to achieve a planned effect.</p>	<p>Exploring and using media and materials – Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources to adapt their work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Moving and Handling – Use simple tools to effect changes in materials. Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Health and Self-Care – Show the understanding of the need for safety when tackling new challenges and consider and manage some risks. Show understanding of how to transport and store equipment safely. Practice appropriate safety measure without direct supervision.</p>	<p>Think about the appearance, finish and texture of the product. Use senses to explore and evaluate characteristics of products.</p> <p>Technology - Shows interest in technological toys with knobs or pulleys, or real objects such as cameras and mobile phones. Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>
Design Reception	Make Reception	Evaluate
<p>Being Imaginative – Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Encourage children to think about: What their product is for? Who is their product for?</p> <p>Being imaginative – Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Designing can be retrospective by drawing what they have made.</p>	<p>Moving and Handling – To handle equipment and tools effectively, including pencils for writing.</p> <p>Expressive Arts and Design Exploring and using media and materials – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Opportunities to create products that have to work in some way in order to be successful.</p>	<p>Technology - Children recognise that a range of technology is used in places such as the home and schools. They select and use technology for particular purposes.</p> <p>Begin to use computing technology.</p>

Food	Textiles	Structures	Mechanisms
<ul style="list-style-type: none"> • To explore and evaluate food using the senses. • Make observations of animals and plants, explain why some things occur, and talk about changes. • Know the importance of physical exercise and a healthy diet for good health. 	<ul style="list-style-type: none"> • Use the senses to explore and evaluate materials, fabrics and components. 	<ul style="list-style-type: none"> • Play with and explore a range of large and small construction kits that use different forms of joining. • Explore how to stop structures falling over and make them stronger. 	<ul style="list-style-type: none"> • Know that products can have a function and must work in some way to be successful. • Play with and explore construction kits with moving parts such as wheels, levers and hinges.