



Foley Infant Academy
Design & Technology - Progression of Skills & Knowledge Overview

Progression of Skills	Pre-Nursery	Nursery	Reception	Early Learning Goal
Creating with Materials	<p>Experiment with blocks, colours and marks. Explore different materials, using all my senses to investigate them. Manipulate and play with different materials. Use my imagination as I consider what I can do with different materials. Make simple models which express my ideas.</p>	<p>Create closed shapes with continuous lines and am beginning to use these shapes to represent objects. Draw with increasing complexity and details Use drawing to represent ideas like movement or loud noises. Show different emotions in my drawings and paintings Explore colour and how colours can be changed. Explore different materials freely, in order to develop my ideas about how to use them and what to make. Develop my own ideas and then decide which materials to use to express them. Join construction pieces together to build and balance. Join different materials and explore different textures.</p>	<p>Choose particular colours to use for a purpose. Experiment to create different textures. Understand that different media can be combined to create new effects. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Construct with a purpose in mind, using a variety of resources. Manipulate materials to achieve a planned effect. Return to and build on my previous learning, refining my ideas and developing my ability to represent them. Select appropriate resources and adapts work where necessary. Create collaboratively sharing my ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share my creations, explaining the process I have used. Make use of props and materials when role playing characters in narratives and stories. Develop my own ideas through selecting and using materials and working on processes that interest me. Through exploration, find out and make decisions about how media and materials can be combined and changed.</p>



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		<p>Beginning to be interested in and describe the texture of things. Use a variety of construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>		
Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<p>Nursery: Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Reception: Learning about planning and adapting initial ideas to make them better</p>	<p>Nursery: To learn to construct with a purpose in mind.</p> <p>Reception: Selects tools and techniques needed to shape, assemble and join materials. Explain what they are making and which materials they are using.</p>	<p>Nursery: Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method.</p> <p>Reception: Say what they like and do not like about items they have made and attempt to say why. Begin to talk about their designs as they develop and identify good and bad points.</p>	<p>Nursery: To learn how to use a range of tools, e.g. scissors, hole punch, stapler, rolling pins, pastry cutters</p> <p>Learn how everyday objects work by dismantling things</p> <p>Reception: Begin to create their design using basic techniques. Start to build structures, joining components together.</p>	<p>Nursery: Begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p>Children have basic hygiene awareness.</p> <p>Reception: Begin to develop a food vocabulary using taste, smell, texture and feel.</p>



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	<p>Select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Explore ideas by rearranging materials.</p> <p>Describe simple models or drawings of ideas and intentions.</p> <p>Discuss their work as it progresses.</p>	<p>Start to talk about changes made during the making process.</p> <p>Discuss how closely their finished products meet their design criteria.</p>	<p>Look at simple hinges, wheels and axles.</p> <p>Use technical vocabulary when appropriate.</p> <p>Begin to use scissors to cut straight and curved edges and hole punches to punch holes.</p> <p>Use adhesives to join material.</p>	<p>Explore familiar food products e.g. fruit and vegetables.</p> <p>Stir, spread, knead and shape a range of food and ingredients.</p> <p>Start to think about the need for a variety of foods in a diet.</p> <p>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p>
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