

Early Years Progression

for Design Technology Skills and Knowledge

The teaching of DT skills and knowledge begins in Early Years at Swansfield Park Primary School as part of the Expressive Art and Design and Physical Development curriculum. Alongside this progression grid, effective communication and language skills are an essential part of this development for our youngest learners.



Optimum Learning Point	Becoming a Designer
Preschool	With support, I use images, books or other visual representations to inform/stimulate their ideas
Nursery	With support, verbally decide what they are going to make based on their own fascinations, interests or topic led themes
Nursery	Develop own ideas and decide which materials to use to express them
Nursery	Explore different materials freely (by looking, touching), in order to work out how to use them and to decide what to make
Nursery	Choose the right resources to carry out their plan
Reception	Create/design collaboratively or independently to generate ideas for their creations

Optimum Learning Point	Becoming a Maker
Pre-school	Begin to develop fine motor skills in preparation for using tools competently (tweezers, scissors, glue spreaders)
Pre-school	Begin to develop gross motor skills to paint and make marks
Pre-school	Begin to understand what tools are used for
Pre-school	Make simple models which express their ideas
Nursery	Continue to develop fine motor skills to use tools competently, safely and confidently. For example, making snips with scissors, using a spanner to tighten/loosen a bolt.
Nursery	Make large muscle movements to paint and make marks.

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Nursery	Use a range of joining resources and begin to know which will be best for the job.
Nursery	Make imaginative and complex small worlds with blocks and construction kits
Nursery	Make models which begin to demonstrate purpose or detail
Reception	Use a range of tools competently, safely and confidently (scissors, tape, glue etc)
Reception	Use core muscle strength to achieve good posture when sitting at a table making their creations
Reception	Work collaboratively to 'bring ideas to life'
Reception	Make a range of models which demonstrate purpose and detail

Optimum Learning Point	Becoming Evaluative
Pre-school	With support, children say something/use gestures to explain what their product is or does
Pre-school	Show pride/pleasure in finished creations
Nursery	Share their creation explaining the process they have used
Nursery	Children can say something they would like to add or change about their product
Reception	Share their creation explaining the process they have used (with focus on vocabulary for their specific product/topic)
Reception	Return to previous learning, refining ideas and ability to represent them