



D&T curriculum/progression map: Early Years with links to KS1/Y1

Key concepts (Trust intent/nc) →	Designing	Making	Evaluating	Key drivers : Oracy
KS1 (Y1) Composite knowledge	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	
	<u>Technical knowledge</u> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 			
	<u>Cooking and nutrition</u> Pupils should be taught to (Key stage 1): <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 			
Early Years Composite knowledge (by end of EYFS)	ELG: Creating with Materials ^[SEP] Children at the expected level of development will: ^[SEP] Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG: Managing Self Manage their own basic hygiene and personal needs, including ... understanding the importance of healthy food choices. ^[SEP] Understand & talk about where vegetables come from (through planting, growing, eating)		ELG: Creating with Materials ^[SEP] Share their creations, explaining the process they have used;	
Early Years – key learning experiences (adult led and continuous provision) (component knowledge). D&T Capital in red				
Reception Opportunities to revisit learning and practise skills in continuous provision – all year groups	Designing Plan what they are going to create Create with a purpose Photos of previous creations and examples on display as inspiration etc.	Making <i>Make models that express their ideas (DM)</i> Creative workshops – junk modelling, paint, crayons. Joining materials & tools – tape, glue, scissors – variety of media. Exploratory & with a purpose Woodwork benches. Range of tools &	Evaluating <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DM)</i> Ongoing work shelf – children can revisit, adapt and refine creations Encourage children to reflect on their work	

<p>Learning Journals always available – revisit and reflect on previous work</p> <p>Opportunities to talk throughout – explain thinking and plans, evaluate and refine</p>	<p>'designing' pizza, sandwiches etc. Discuss healthy choices & why</p>	<p>materials –as Nursery plus hacksaws, dowels, wheels</p> <p>Blocks, lego and other construction materials available</p> <p>Playdough & tools</p> <p><u>Cooking and nutrition</u> Growing vegetables and plants to eat – vegetable patches/planters Cooking – our own produce (see above), and other recipes – cakes, sandwiches, pizza etc. Discuss healthy eating</p>	<p>verbally – talk about it, and revise while working</p> <p>Learning Journals – reflect on previous work – revisit and develop</p>
<p>Nursery</p>	<p><i>Develop their own ideas and then decide which materials to use to express them. (DM)</i> <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (DM)</i></p> <p>Photos of previous creations and examples on display as inspiration</p>	<p><i>Join different materials and explore different textures. (DM)</i></p> <p>Creative workshops – junk modelling, paint, crayons. Joining materials & tools – tape, glue, scissors – variety of media (exploratory)</p> <p>Woodwork benches – hammers, nails, wood, caps etc.</p> <p>Blocks, duplo and other construction materials available Playdough & tools</p> <p><u>Cooking and nutrition</u> Growing vegetables and plants to eat - vegetable patches Regular cooking – our own produce (see above), and other recipes – Discuss healthy eating</p>	<p>Encourage children to reflect on their work verbally – talk about it, and revise while working</p> <p>Learning Journals – reflect on previous work</p>
<p>TWOs</p>		<p>Creative workshops – junk modelling, paint, crayons. Joining materials & tools – tape, glue, scissors – variety of media (supported)</p> <p>Playdough & tools. Blocks, duplo and other construction materials available</p>	<p>Talk about children's models and creations – modelling language – as they work</p> <p>Learning Journals – reflect on previous work</p>

		<u>Cooking and nutrition</u> Growing vegetables and plants to eat – cress and beans Regular cooking opportunities	
Educational Programme – Expressive arts and design (2021)	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Vocabulary	Designing	Making	Evaluating
	Plan, design, idea, choose	Join, cut, construct, build, make, stable	Change, adapt