EYFS Progression		
Children in Year R will develop skills through the **Expressive Arts and Design** area from the EYFS curriculum. These will be taught across all topics, with a focus in **Sparkle and Shine** and **Traditional Tales.** • To be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • To be able to share their creations, explaining the process they have used • To be able to make use of props and materials when role playing characters in narratives and stories.		
	KS1 Design and Technology Progression	
	Across KS1 pupils should.....	
Designing	Understanding contexts, users and purposes	• Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • State what products they are designing and making • Say whether their products are for themselves or other users • Describe what their products are for • Say how their products will work • Say how they will make their products suitable for their intended users • Use simple design criteria
	Generating, developing, modelling and communicating ideas	• Generate ideas by drawing on their own experiences • Use knowledge of existing products to help come up with ideas • Develop and communicate ideas by talking and drawing • Model ideas by exploring materials, components and construction kits and by making templates and mockups • use information and communication technology, where appropriate, to develop and communicate their ideas
Making	Planning	• Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics

	Practical skills and Techniques	• Follow procedures for safety and hygiene • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design
Evaluating	Own ideas and products	• Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved
	Existing products	• To know what products are • To know who products are for • To know what products are for • To know how products work • To know how products are used • To know where products might be used • To know what materials products are made from • To know what they like and dislike about products
Technical knowledge	Making products work	• To know the simple working characteristics of materials and components • To know the movement of simple mechanisms such as levers, sliders, wheels and axles • To know how freestanding structures can be made stronger, stiffer and more stable • To know that a 3-D textiles product can be assembled from two identical fabric shapes • To know that food ingredients should be combined according to their sensory characteristics • To know the correct technical vocabulary for the projects they are undertaking
	Where food comes from	• To know that all food comes from plants or animals • To know that food has to be farmed, grown elsewhere (e.g. home) or caught

Cooking and nutition	Food preparation, cooking and nutrition	• To know how to name and sort foods into the five groups in "The eat well plate" • To know that everyone should eat at least five portions of fruit and vegetables every day • To know how to prepare simple dishes safely and hygienically, without using a heat source • To know how to use techniques such as cutting, peeling and grating