




### 3. Progression and Coverage of Core Knowledge + Skills – DESIGN TECHNOLOGY

Year Group: EYFS

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	All about me...	Festivals and Celebrations	Traditional Tales	People who help us	Julia Donaldson	Mini beasts
Coverage Overview	<b>Continuous Provision:</b> Explore basic model making using construction sets. (Design, make, evaluate)  <b>Scissor skills:</b> Begin to develop a comfortable and efficient scissor grip.	<b>Continuous Provision:</b> Introduce box modelling for exploration and basic junk modelling. (Design, make, evaluate)  <b>Scissor skills:</b> To use scissors to cut along straight lines.	<b>Technical Knowledge</b> Guided split-pin task  <b>Technical Knowledge</b> Construction kits – building challenges (Design, make, evaluate)  <b>Scissor skills:</b> To cut around basic shapes with some accuracy and using an effective scissor grip.	<b>Technical Knowledge</b> Box modelling project (Design, make, evaluate)  	<b>Technical Knowledge</b> Experiment with and explore a wider range of joining techniques  <b>Scissor skills:</b> Use scissors effectively to cut around a range of basic, and begin to cut around some more complex shapes.	<b>Technical Knowledge - Cooking and Nutrition</b> Healthy food / exploration of new types of fruit / vegetables  
Core Knowledge	<b>Ongoing</b> I know that I must use tools safely and handle them with care, e.g. scissors, rolling pins etc.  I know that I must always wash my hands before preparing or eating food.	I know that there are different ways to join materials together, e.g. sticking with glue / adhesive tape.	I know how to use a range of tools safely and with good control, e.g. scissors, pastry cutters, hole punch.	I am beginning to understand that different joining techniques create different outcomes, e.g. glue, adhesive tape, split-pins.		I understand that eating a healthy diet will support my overall health and well-being.  I know that I must always wash my hands before preparing or eating food.
Skills Development	I am beginning to develop a comfortable and efficient scissor grip.  I am beginning to cut along lines with some control.  I can talk about what I want to make and can suggest what I can do it, with support through discussion.  <b>Ongoing:</b> I can use resources safely and handle them with care;  I can begin to use the language of designing and making (join, build, stronger, shape, longer, shorter etc)	I can use scissors to cut accurately along straight lines  I can use my own ideas to create pieces of work which I can talk about, including junk modelling.  I can select my own resources and begin to think about which one will be best for a purpose.  I can experiment with different ways of joining materials together.	I can use scissors to cut around basic shapes with some accuracy and using an effective scissor grip.  I can begin to build as a group, with a meaningful purpose, planning and adapting as I go through discussions.  I can begin to evaluate my work, with support, through discussion with the teacher.  I can share some of my creations, as a group, and begin to talk about some of the processes I have used.	I can use scissors to cut around basic shapes with increasing accuracy and using an effective scissor grip.  I can select my own resources and make decisions about the best resources to use for a purpose.  I can build, with a meaningful purpose, planning and adapting as I go through discussions.  I can explore how everyday objects work by dismantling them.	I can use scissors effectively to cut around a range of basic, and begin to cut around some more complex shapes.  I can experiment with different joining techniques and talk about if they suit a given purpose.	I can practise stirring, mixing and pouring through planned experiences and continuous provision.  I can use my senses when exploring and describing different foods.
Critical Vocab	<b>DESIGN:</b> Design Plan Decide Purpose Idea Drawings	<b>MAKE:</b> Make Create Build Model Adapt Safely Materials Tools Shape	<b>EVALUATE:</b> Evaluate Improve Processes Product	<b>TECHNICAL KNOWLEDGE:</b> Join Technique Tools Split-pins Sellotape Glue Hole punch Stapler Stick	<b>TECHNICAL KNOWLEDGE – COOKING + NUTRITION:</b> Diet Healthy Balanced Fruit Vegetables Recipe Senses: taste, touch, smell Chop Roll Mix Stir Pour	
Enrichment Opps	<b>Continuous Provision:</b> Construction, Creative, Play dough	<b>Continuous Provision:</b> Box modelling	Moving caterpillars  Design a new bridge for the 3 Billy Goats	Box model pets	Design and make own Stickmen – focusing on attaching / joining parts to it.	Food tasting / exploration
Assessing Impact	Use of cutting technique assessed and finger grips (reassessed termly).	Observation – are children building with purpose? Do they adapt?	Effectiveness of bridge – evaluation – what would they do differently? Use of split pin – does the product do what is intended?	Design of box model and how this product has turned out – would they change anything next time?	Design and evaluation process – Was it a good design for stick man? Did it fulfil its purpose?	Evaluation grid – identifying likes and dislikes.