

DT - Progression of skills and knowledge

Design & Technology

Key Objectives	Stepping Stone 1	Stepping stone 2	Footstep 1	Footstep 2
	By the end of Nursery	By the End of Reception	By the End of Year One	By the end of Year Two
Design	Expressive Arts and Design (EAD) -exploring and using media and materials (EMM). 30-50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.	Expressive Arts and Design (EAD) -exploring and using media and materials (EMM). Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.	To design purposeful, functional and appealing products for themselves based on design criteria . To generate, develop and communicate their ideas through talking, drawing and templates.	To design purposeful, functional and appealing products for themselves and others based on design criteria . To generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Make	To understand that equipment and tools have to be used safely. To develop preferences for forms of expression. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.	Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). To select from and use a wide range of materials and components, including constructions materials, and ingredients according to their characteristics.	To select from and use a wide range of materials and components, including constructions materials, textiles and ingredients according to their characteristics.
Evaluate	To show skill in making toys work by pressing parts or lifting flaps to achieve effects,		To explore (Year 1) and evaluate (Year 2) a range of existing products. To evaluate their ideas and products (Year 1).	To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria .



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Technical knowledge	such as sound, movements or new images. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Early Learning Goal (EMM) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)- being imaginative Create simple representations of events, people and objects.	To build structures, exploring how they can be made stronger, stiffer and more stable.	To explore and use mechanisms (levers, sliders, wheels and axles) in their products.
Cooking and Nutrition	To show an interest in technological toys with knobs or pulleys, or real objects.	Early Learning Goal (BI) Children use what they have learnt about media and materials in original ways, thinking about uses.	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Understand where food comes from.