

Highfields Academy and Little Crickets, Nantwich – DT Progression of Skills and Key Vocabulary

	The Design Process		Area	Technical Skills and Key Vocabulary	
Caterpillars	Designing	<ul style="list-style-type: none"> I am beginning to talk about what I am making. make, build 	Paper craft and junk modelling	<ul style="list-style-type: none"> I am beginning to build using recyclable materials. join, stick 	
	Making	<ul style="list-style-type: none"> I can freely explore different materials through play. I am beginning to use my fingers to paint as well as pencils, brushes and other tools with support. I am beginning to use utensils to eat independently and mix together ingredients. I can make simple models using my own ideas. 	Construction kits	<ul style="list-style-type: none"> I am beginning to stack blocks horizontally and vertically. I know that blocks can be put on top of each other to make different shapes. I can put objects inside each other and take them out again. I can make enclosures and spaces with construction and small world equipment. build, stack, on top of, in out, inside, outside, up, down 	
	Evaluating	<ul style="list-style-type: none"> I am beginning to talk about what I like. 	Food	<ul style="list-style-type: none"> I know that I need to wash my hands before touching food. I can taste, choose and assemble ingredients with support. I can talk about what I like. food, snack, bowl, spoon, eat, drink, taste, mix, stir 	
	Development Matters Objectives	Physical Development		<ul style="list-style-type: none"> * Develop manipulation and control. * Explore different materials and tools 	
		Understanding the World		<ul style="list-style-type: none"> * Explore materials with different properties. 	
		Expressive Arts and Design		<ul style="list-style-type: none"> * Explore different materials, using all their senses to investigate them. * Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas. 	

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Butterflies	Designing	<ul style="list-style-type: none"> I can talk about my ideas and say what I would like to make. I can draw closed shapes with continuous lines and use these shapes to represent objects. make, build 	Paper craft and junk modelling	<ul style="list-style-type: none"> I am beginning to build structures using recyclable materials and know that if they are not strong, they will break. I am beginning to explore how to cut and shape materials including paper, card and recyclable materials. I am beginning to join paper and card using glue sticks, glue with a glue spreader and masking tape. join, stick, glue, shape, cut, strong
	Making	<ul style="list-style-type: none"> I am beginning to develop my ideas about how to use different materials and what to make with them. I can choose from a small range of materials and tools with support. I am beginning to make snips in paper and card using scissors. I am beginning to hold a pencil and paintbrush with some control and with a dominant hand. I am beginning to use utensils with some control to mix together ingredients. 	Construction kits	<ul style="list-style-type: none"> I can make imaginative and complex 'small worlds' with blocks and construction kits. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc I am beginning to explain how to make strong structures such as walls, bridges, furniture or playground equipment using construction. join, fix, together, strong, shape, tall
	Evaluating	<ul style="list-style-type: none"> I am beginning to explore how things work. I can say what I like about products. 	Food	<ul style="list-style-type: none"> I can wash my hands properly. I can taste, choose and assemble ingredients. I am beginning to make healthy food choices. some ingredient names, spoon, knife, fork, bowl, sensory vocabulary (hard, soft, crunchy) taste, choose, cut, chop, mix, stir
	Development Matters Objectives	Personal, Social and Emotional Development Physical Development Understanding the World Expressive Arts and Design	*Select and use activities and resources, with help when needed. *Use large-muscle movements to wave flags and streamers, paint and make marks. *Choose the right resources to carry out their own plan. *Use one-handed tools and equipment, for example, making snips in paper with scissors *Explore how things work *Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. *Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Develop their own ideas and then decide which materials to use to express them. *Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	

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Foundation Stage	Designing	<ul style="list-style-type: none"> I can name some familiar products. I can talk about my ideas and say what I would like to make. I can add some detail to shapes when drawing. investigate, explore, design, make 	Paper craft, junk modelling and fabric design	<ul style="list-style-type: none"> I am beginning to build structures using recyclable materials and can talk about how they can be made stronger. I am beginning to explore how to cut and shape materials including paper, card, fabric and recyclable materials. I am beginning to join materials using glue sticks, PVA glue with glue spreaders, masking tape and staples. material, cut, fold, join, fix, glue, strong, weak 	
	Making	<ul style="list-style-type: none"> I can talk about how I could use different materials and what I could make with them. I can choose from a range of materials with help when needed. I can select from and use a range of tools and equipment to shape, join and finish products with help when needed. I am beginning to hold scissors correctly and cut materials safely. I can hold a pencil and paintbrush correctly with a tripod grip. I am beginning to use food utensils to assemble food products. 	Construction kits	<ul style="list-style-type: none"> I can make imaginative and complex 'small worlds' with blocks and construction kits. I can explain how to make strong structures such as walls, bridges, furniture or playground equipment using construction. join, pull, push, up, down, forwards, backwards, strong 	
	Evaluating	<ul style="list-style-type: none"> I am beginning to explore how things work. I can say what I like about products. 	Food	<ul style="list-style-type: none"> I can wash my hands properly. I can taste, choose and assemble ingredients. I can talk about healthy food choices. ingredient names, names of equipment and utensils, sensory vocabulary (hard, soft, crunchy, juicy, sweet), taste, choose, mix, stir, spoon. 	
	Development Matters Objectives	Physical Development		<ul style="list-style-type: none"> * Progress towards a more fluent style of moving, with developing control and grace. *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	
		Expressive Arts and Design		<ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively, sharing ideas, resources and skills. 	

