



## **DESIGN AND TECHNOLOGY**

## **EYFS SKILLS PROGRESSION**



	F1			F2		
	Range 1-2	Range 3	Range 4	Range 5	Range 6	ELG
<p>EXPRESSIVE ARTS AND DESIGN:</p> <p><b>CREATING WITH MATERIALS</b></p>	<p>Experiments with a range of media – tools, materials, sound and whole body movement – through multi-sensory exploration.</p>	<p>Notices and becomes interested in the transformative effect of their action on materials and resources.</p>	<p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas.</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose.</p>	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<p>Safely use and explore a variety of materials, tools and techniques</p> <p>Experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used.</p>

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<p>EXPRESSIVE ARTS AND DESIGN:</p> <p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p>	<p>Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others).</p>	<p>Pretends that one object represents another, especially when objects have characteristics in common.</p>	<p>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p> <p>Begins to make believe by pretending using sounds, movements, words, objects.</p>	<p>Uses available resources to create props or creates imaginary ones to support play.</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p>n/a to DT</p>

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<p>UNDERSTANDING THE WORLD:</p> <p><b>TECHNOLOGY</b></p>	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically).</p>	<p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.</p>	<p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p>Plays with water to investigate “low technology” such as washing and cleaning</p> <p>Uses pipes, funnels and other tools to carry/transport water from one place to another.</p>	<p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>		n/a to DT

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PHYSICAL DEVELOPMENT: <b>MOVING AND HANDLING</b>		Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand  When holding crayons, chinks etc, makes connections between their movement and the marks they make.	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools  Holds mark-making tools with thumb and all fingers.	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	Uses simple tools to effect changes to materials  Handles tools, objects, construction and malleable materials safely and with increasing control and intention  Shows a preference for a dominant hand.	<b>Fine Motor Skills:</b>  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing.
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PHYSICAL DEVELOPMENT: <b>HEALTH AND SELF CARE</b>				Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely..	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others	n/a to DT

					Shows understanding of how to transport and store equipment safely.	
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