

DT Skills and Progression Document- Reception

	Early Learning Goals	Development Matters	Knowledge	Skills	Vocabulary opportunities
Design	Begin to show accuracy and care when drawing.	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Explore how things work.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Understand the need for safety and hygiene (hand washing, cleaning surfaces) when preparing and making food.</p> <p>Know which animals or plants some foods come from (e.g. milk from cows and tomatoes from plants)</p> <p>Know that food can be grown or bought from shops</p>	<p>To talk about what they are making and whom it is for.</p> <p>Talk about their ideas with their peers and teachers.</p> <p>Talk about how they might make their product.</p>	<p>after, before, drawing, last, next, then,</p> <p>ideas, construction, make, painting, printing, stick, trace, ruler, scissors, pattern, fold, higher, down, newer, older</p> <p>cut, knife, fruit, vegetables, grown, hot, oven, microwave, toaster, pour, sprinkle, peel, mix, hold, rolling pin.</p>

<p>Make</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Understand the need for safety and hygiene (hand washing, cleaning surfaces) when preparing and making food.</p>	<p>Peel fruit using their hands.</p> <p>With support, use biscuit cutters.</p> <p>With support, begin to use a rolling pin.</p> <p>With support, sprinkle toppings.</p> <p>With support, pour and mix ingredients.</p> <p>With close supervision, and physical guidance, when necessary, use the bridge hold to cut soft foods using a table knife.</p> <p>Use simple tools such as scissors</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Fold, crumple and tear materials (paper and card).</p> <p>Use simple techniques (gluing) to join materials.</p>	
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evaluate	Share their creations, explaining the process they have used.	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.	Talk about what they like about their product.	Talk about what they have made.	
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