EYFS Progression Map Expressive Arts and Design/PSED/Physical Dev DT Subject Lead: Mrs L Mulroy/Mrs Dyke						
Nursery	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
General Themes	**All about me**	**Let's Celebrate**	**Winter Wonderland**	**Planting & Growing**	**Who can help me?**	**Once Upon a Time**
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. EYFS Statutory Educational Programme					
Creating with Materials **Being Imaginative & Expressive** **Children will have free access to wide variety of creative opportunities; painting, model making, collage, cutting, threading, music, dance, role play & small world**	Sustain interest in action and reaction toys. Use their imaginations as they consider what they can do with different materials in role play. Make marks with a wide range of tools and grips	Make marks with a wide range of tools and grips. Improve techniques with a range of action and reaction toys	Use materials for a purpose. Use mark making tools to make enclosed shapes.	Join materials for a purpose. Use mark making tools to make a range of enclosed shapes.	Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes.	Use mark making tools to make very simple representational drawings.
Key Artist Focus	Picasso—self portraits	Jackson Pollock—firework style splatters	Eric Carle—Collage		Van Gogh—Bridges (linked to 3 Billy Goats Gruff)	
Physical Development **Fine Motor Skills**	Shows an interest in one handed tools	Begin to use one handed tools with support (hand over hand)		Independently uses one handed tools to begin to make snips Using pincer movements to pick up small items or nip malleable materials. Post and thread.	Weave materials into frames.	Uses one handed tools and equipment independently for example to make snips in paper

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me & My Emotions**	**Celebrations of Light**	**I wonder Why?**	**New Life**	**People Who Help Us**	**Terrific Tales**
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. EYFS Statutory Educational Programme					
Creating with Materials Children will have free access to wide variety of creative opportunities; painting, model making, collage, cutting, threading, clay sculptures, woodwork etc.	Use junk modelling to create simple models of choice. Use objects to create prints (Kandinsky).	Use junk modelling to create simple models of choice from imagination. Experiment with different mediums on natural objects (pumpkins).	Twist, wrap and weave.	Use clay to create own designs and sculptures (clay nature faces).	Use tools to join materials (wood, hammers, nails). Shape and mould wet sand and clay with hand tools to create particular effects.	Create, describe and talk about 2D or 3D designs or sculptures with natural materials out in the environment.
Key Artist Focus	Kandinsky—Circles Mondrian Squares & Rectangles	Alma Thomas (calendar) Yayoi Kusama—pumpkins	Snail Trail—Matisse	Andy Goldsworthy—Sculpture art	Antony Gormley—Angel of the north	
Physical Development **Fine Motor Skills**	Use pincer movements to thread & peg. Scissor skills: Cutting along lines using developmentally appropriate scissor	Join and separate small construction kit components by clicking and twisting. Use small screwdrivers to screw into pumpkins/soft wood. Scissor skills: Cutting along lines using developmentally appropriate scissor	Weave, thread and tie Continue to develop confidence and skill in using tap hammers and screwdrivers Scissor skills: Cut and turn along outlines.	Continue to develop confidence and skill in using tap hammers and screwdrivers Scissor skills: Cut and turn along outlines.	Use hammer and screwdriver skills to join and connect two or more pieces of wood. Join & assemble with tape and glue. Use fine mark-making tools to create texture and pattern in clay. Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper	Use hammer and screwdriver skills to join and connect two or more pieces of wood. Use tools to cut and join safely under supervision. Use hand moulding and building techniques with malleable materials. Use a range of tools to dismantle mechanisms. Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper
Personal, Social and Emotional Development	Be able to talk about & show good practise with regards to handwashing and food preparation. (clean snack table) Identify healthy ingredients in food & drinks.			Work in a small group on tasks like turn-taking games. Talk about simple problem solving approaches. Make healthy snacks Choose ingredients suited to a healthy snacks.		

Progression Map 2025/26 Subject: DT Subject Lead: Mrs L Mulroy/Mrs Dyke							
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

	Year Group	Autumn	Spring	Summer
Breadth	1	**Exploring and using mechanisms. Wheel and axels. Making a fire engine**	**Designing and making puppets – puppets on a string or pop up puppets**	**Cookery – healthy foods and understanding where food comes from.**
Master Practical Skills		• Create products using levers, wheels and winding mechanisms • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	• Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients • Say where food comes from and give examples of food that is grown.
Design, Make, Evaluate and Improve		• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses.
Take Inspiration From Design Through History		• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.
Vocabulary		Mechanisms – axles, chassis body cab, fixed free moving, mechanism, names of tools and equipment used, stable or stability, stiffen, strengthen, vehicle axle holder, wheels	Textiles – Centimetre/metre, fabric crayons, fabric pens, needle, pattern, pin, ribbon, silk, stitch, tape measure, thread, Velcro, wool, zip	Food – amount, baking sheet, basin, chopping board, cleaning cloths, grater, ingredients, knead, masher, measure, measuring jug, measuring spoons, method, mixing bowl, pastry cutters, peeler, pizza tray, recipe, saucepans, scales, sieve, weigh, wooden spoon.

Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Breadth	**2**	**Exploring and using mechanisms.** **Sliders & Levers: How will your roly poly move?** https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/2377-rolypoly_col-1812.pdf	**Structures - making Bird Feeders** https://www.woodlandtrust.org.uk/blog/2019/01/how-to-make-a-bird-feeder/	**Cookery – healthy foods and understanding where food comes from.**
Master Practical Skills		• Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Decorate materials using a number of techniques (such as adding sequins or printing). • Create products using wheels/winding mechanisms. • Model designs using software (design on 2simple).	• Construction – Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Use appropriate tools, equipment, techniques and materials from a wide range • Measure materials to use in a model or structure	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. Understand the need for a variety of food in a diet. • Prepare a healthy food product
Design, Make, Evaluate and Improve		• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design (2simple). Evaluate a product against design criteria	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. Evaluate a product against design criteria	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses.
Take Inspiration From Design Through History		• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.
Vocabulary		**Mechanisms** – axles, chassis body cab, fixed free moving, mechanism, names of tools and equipment used, stable or stability, stiffen, strengthen, vehicle axle holder, wheels, rolling motion	**Structures** – Build, make, design, plan, product, base, circle, corner, cube, cuboid, curved cylinder, edge, fix, fold, framework, join, metal, plastic, point, rectangle, slide, square, straight, structure, surface, thicker, thinner, top, tower.	**Food** – amount, baking sheet, basin, chopping board, cleaning cloths, grater, ingredients, knead, masher, measure, measuring jug, measuring spoons, method, mixing bowl, pastry cutters, peeler, pizza tray, recipe, saucepans, scales, sieve, weigh, wooden spoon.

Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Breadth	**3**	**Textiles.** **2D shapes to 3D products.** **Designing and making stockings.**	**What display will your class share? Museum exhibition of jewellery (link with making a display for a different subject)** https://www.stem.org.uk/resources/elibrary/resource/25874/what-display-will-your-class-share	**Cooking and Nutrition.** **Having a healthy and varied diet.**
Master Practical Skills		• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Select appropriate joining techniques. • Choose suitable techniques to construct products. • Strengthen materials using suitable techniques. • Make sure a product look attractive.	• Prepare ingredients safely and hygienically using appropriate utensils • Measure ingredients to the nearest gram • Follow a recipe • Assemble or cook ingredients • Evaluate a diet and say whether it is healthy and varied and suggest improvements
Design, Make, Evaluate and Improve		• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design.
Take Inspiration From Design Through History		• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	• Improve upon existing designs, giving reasons for choices.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.
Vocabulary		**Textiles** – back stitch, binca, bodkin, cotton thread, cross stitch, hook and eye, loom, pinking shears, press stud, running stitch, seam allowance, sewing machine, tacking, thumbing	**Materials** – assembling, durable, panels, construction, function, stiffen, structures.	**Food** – grams/kilograms, hygiene, ladle, millilitre/litre, spatula, temperature, whisk

Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Breadth	**4**	**Construction:** Treasure boxes https://www.stem.org.uk/resources/elibrary/resource/25877/how-will-you-store-your-favourite-things	**Cooking and nutrition:** Designing and making bread	**Electricals and electronics:** Light-up signs https://www.planbee.com/light-up-signs
Master Practical Skills		• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. • Select appropriate joining techniques. • Strengthen materials using suitable techniques.	• Prepare ingredients hygienically and safely using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Read and follow recipes which involve several processes, skills and techniques • Assemble or cook ingredients, controlling the temperature of the oven. • Choose suitable techniques to cook. • Understand seasonality and the advantages of eating seasonal and locally produced food. Explain the origin of a variety of ingredients	• Create series and parallel circuits. • Choose suitable techniques to construct products.
Design, Make, Evaluate and Improve		• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design, thinking of both the appearance and the way it works. • Use software to design and represent product designs (Google SketchUp).	• Design with purpose by identifying opportunities to design. • Refine work and techniques as work progresses, continually evaluating, thinking of both the appearance and the way it works.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently. • Refine work and techniques as work progresses, continually evaluating.
Take Inspiration From Design Through History		• Identify some of the great designers to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • **Know how key events/individual's designs have shaped the world**	• Identify some of the great designers to generate ideas for designs • Improve upon existing designs, giving reason for choices. • Know how key events/individuals designs have shaped the world	• Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.
Vocabulary		**Construction** – 2D, 3D, nets, illustrating, constructing.	**Food** – mixing, investigate, reflect, evaluate, flavours, textures, nutrition.	**Circuits** – switches, circuits, programming, monitoring, control, bulbs.

Aims • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook.				
Breadth	**5**	**Textiles- Spaceman sewing** https://www.stem.org.uk/resources/elibrary/resource/36661/smart-materials	**Mechanics:** Context: Making a marble run	**Cooking and nutrition:** Context: How do you take your
Master Practical Skills		• Create objects that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric would require sharper scissors than to cut paper). • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing and filing). • Convert rotary motion to linear motion.	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Design, Make, Evaluate and Improve		• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate.	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
Take Inspiration From Design Through History		• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	• Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.
Vocabulary		**Textiles** – back stitch, binca, bodkin, cotton thread, cross stitch, hook and eye, loom, pinking shears, press stud, running stitch, seam allowance, sewing machine, tacking, thumbing	Mechanisms – bridge/guide, curve, cutting, input, joining/join, lever, linear, masking tape, output, paper fastener, split pin, pivot, pull/push, up/down, straight, shaping, simple flap, simple slider, slot, straight line.	**Nutrition** – ratios, investigate, produced, extraction, storage, micro-organisms, methods, temperatures.

Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Breadth	**6**	**Construction** **Context: Musical Christmas Decorations (controlled by Micro Bit rather than motor – links with ICT topic)**	**Textiles.** **Funky Furnishings – Making Cushions.**	**Cooking and Nutrition** **Food for Life Advice Pack – including healthy recipes (tried and tested), advice and information pages (seasonal vegetables, fair trade etc – presented using ICT)**
Master Practical Skills		• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting a shape) • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric would require sharper scissors than to cut paper) • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing and filing) • Write code to control and monitor models or products	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion, appliqué).	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe • Demonstrate a range of baking and cooking techniques • Create and refine recipes, including ingredients, methods, cooking times and temperatures
Design, Make, Evaluate and Improve		• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish, using art skills where appropriate.	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish, using art skills where appropriate.	• Design with the audience in mind. Motivated by the message and service the product will offer • Make products through stages of prototypes, making continual refinements.
Take Inspiration From Design Through History		• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

Vocabulary		Construction – curve, cutting, input, joining/join, masking tape, output, paper fastener, split pin, pivot, pull/push, up/down, straight, shaping, simple flap, simple slider, slot, straight line.	Textiles – back stitch, binca, bodkin, cotton thread, cross stitch, over stitch, blanket stitch, hook and eye, snap fasteners, loom, pinking shears, press stud, running stitch, seam allowance, sewing machine, tacking, thumbing, hidden, visible, appliqué, functional, aesthetic, product, resealable fastening, durable, envelope fold,	Food - grams/kilograms, hygiene, ladle, millilitre/litre, spatula, temperature, whisk, healthy diet, nutrition, varied diet, savoury/sweet dishes, reared, caught, processed, seasonal, fair trade, micro-organisms, carbohydrates, (saturated) fats, proteins, minerals, vitamins, fibre, nutrients, bacteria, cross contamination