

Pre-DT EYFS:

| DT | | | |
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| Three and Four-Year-Olds | Personal, Social and Emotional Development | <ul style="list-style-type: none"> 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. | |
| | Physical Development | <ul style="list-style-type: none"> 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. | |
| | Understanding the World | <ul style="list-style-type: none"> Explore how things work. | |
| | Expressive Arts and Design | <ul style="list-style-type: none"> 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. | |
| Reception | 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. | |

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| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. |

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| KS1 | Design | <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |
| | Make | <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| | Evaluate | <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria |
| | Technical Knowledge | <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products |

For progression of skills from EYFS to Year 1 please see DT progression document.