

## EYFS - Progression of Knowledge and Skills DT

| Term                                                                                                                                                                                          | Knowledge                                                                                                                                                                                                                                     | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Autumn</b><br><b>Structures:</b><br><b>Junk Modelling</b><br>Investigating materials and construction techniques using junk modelling while developing scissor skills and joining methods. | <ul style="list-style-type: none"> <li>• To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> <li>• Making simple suggestions to fix their junk model.</li> </ul> | <ul style="list-style-type: none"> <li>• Making verbal plans and material choices.</li> <li>• Developing a junk model.</li> <li>• Improving fine motor/scissor skills with a variety of materials.</li> <li>• Joining materials in a variety of ways (temporary and permanent).</li> <li>• Joining different materials together.</li> <li>• Describing their junk model, and how they intend to put it together.</li> <li>• Giving a verbal evaluation of their own and others' junk models with adult support.</li> <li>• Checking to see if their model matches their plan.</li> <li>• Considering what they would do differently if they were to do it again.</li> <li>• Describing their favourite and least favourite part of their model.</li> </ul> |

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| <b>Spring</b><br><b>Textiles :</b><br><b>Bookmarks</b><br>Designing<br>bookmarks,<br>considering what to<br>include and why,<br>then follow their<br>designs<br>to complete them. | <ul style="list-style-type: none"> <li>• To know that a design is a way of planning our idea before we start.</li> <li>• To know that threading is putting one material through an object.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing what a good design needs.</li> <li>• Designing a simple pattern with paper.</li> <li>• Designing a bookmark.</li> <li>• Choosing from available materials.</li> <li>• Developing fine motor/cutting skills with scissors.</li> <li>• Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.</li> <li>• Using a prepared needle and wool to practise threading.</li> <li>• Reflecting on a finished product and comparing to their design.</li> </ul> |

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| <p><b>Summer Structures: Boats</b></p> <p>Evaluate different boats before applying understanding to design and make a boat that is waterproof and able to float.</p> | <ul style="list-style-type: none"> <li>• To know that 'waterproof' materials are those which do not absorb water.</li> <li>• To know that some objects float and others sink.</li> <li>• To know the different parts of a boat.</li> </ul> | <ul style="list-style-type: none"> <li>• Designing a junk model boat.</li> <li>• Using knowledge from exploration to inform design.</li> <li>• Making a boat that floats and is waterproof, considering material choices.</li> <li>• Making predictions about and evaluating different materials to see if they are waterproof.</li> <li>• Making predictions about and evaluating existing boats to see which floats best.</li> <li>• Testing their design and reflecting on what could have been done differently.</li> <li>• Investigating how the shapes and structure of a boat affect the way it moves.</li> </ul> |