EYFS progression map from birth to the end of Reception year

Area of Learning Expressive Arts and Design

Concept:

Creating with Materials DT

Educational Programme from the EYFS framework: 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 appreciatingwhat they hear, respond to and observe.

		Cooking and Nutrition	Design: Developing, planning and communicating ideas	Make	Evaluate	ELG
Progression steps to enable typical progression within this concept	Birth – 3	• Know the importance of washing hands & cleaning surfaces. • Discuss the rules of food safety and hygiene.	• Explore different materials, using their senses to investigate them. • Use their imagination as they consider what they can do with different materials.	• Manipulate and play with different materials. • Make simple models which express their ideas.	• Begin to talk about what they have made.	Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.
	3-4 yrs	• Begins to talk about and make healthy choices about food, drink, activity and toothbrushing. • Use tools for a purpose. Explore and develop skills in: mixing and decorating. • Begin to think of interesting ways to decorate food. • Know the importance of washing hands and cleaning surfaces. .	• Develop their own ideas and then decide which materials to use to expressthem. • Explore different materials freely, in order to develop their ideas about how to use them and what to make.	• 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose	• Begin to talk about what they like about their creations. • Begin to talk about what they like about other people creations. •	
	Reception	• Talk about healthy and unhealthy foods. • Talk about having a balance of these. • Talk about likes and dislikes. • Use a range of tolls with care and precision. Explore and develop skills in: mixing and decorating. • Continue to think of interesting ways to decorate food. • Describe differences between some food groups (i.e. sweet, vegetable etc.). • Say where some foods come from, (i.e. plant or animal). • Describe textures, tastes and preferences of a variety of foods. • Know the importance of washing hands and cleaning surfaces. • Discuss the rules of food safety and hygiene.	• Provide opportunities to work together to develop creative ideas. • Encourage them to think about and discuss what they want to make. • Look at products to generate inspiration and conversation about art and artists. • Generate ideas to create a model.	• Provide children with a range of materials for children to construct with. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Provide a range of materials and tools and teach children to use them with care and precision.	• Discuss problems and how they might be solved as they arise. • Reflect with children on how they have achieved their aims. • Talk about what they have produced, describing simple techniques, tools and materials used. • Orally suggest what went well and any improvements they would make to their creation. • Offer suggestions to others on how they could have improved their products.	