

## Pickering Community Infant and Nursery School Progress Document DT/Expressive Arts and Design/ Understanding the World/ Learning Outcomes

(using EYFS framework, Development matters and KS1 curriculum)

Curriculum Coverage – Design and Technology/Expressive Arts (creating with materials) Understanding of the World (The natural world)

	Nursery	Reception	Key Stage One
<b><u>Design</u></b>	I can begin to talk about what I would like to create/do	I can talk about my ideas and what I would like to create I can make marks to show what I would I am going to create	I can say what product I am going to create and the purpose. I can describe what my product is used for I can say how they my product is going to wok I can use simple design criteria to help develop my ideas. I can use a template to design a product.
<b><u>Making Planning</u></b>	I can select resources to create	I can select a range of resources to create my ideas I can choose appropriate resources for my ideas	I can use my design to help select appropriate materials for my product I can follow instructions to make a simple product.
<b>Practical skills and Techniques</b>	I can use one handed tools and equipment e.g. make snips in paper with scissors  I can begin to use items to fix objects together such as glue/ tape	I can use a range of tools safely and effectively.  I can fix objects together using different methods such as glue, tape, staples	I can choose appropriate tools for specific purposes as I create  I can perform practical tasks effectively such as cutting, shaping, joining and finishing  I can safely use a range of tools.

<p><b>Evaluating</b> Own ideas and Products</p>	<p>I can talk about what I have created</p>	<p>I can talk about what I have created.</p> <p>I can talk about what didn't work and what did work.</p> <p>I can talk about what I can do to make it better, with support.</p>	<p>I can describe what I like and dislike about my product.</p> <p>I can talk about strengths and weaknesses of my product against the design criteria</p> <p>I can identify changes that I could make to my product to improve.</p>
<p>Existing products</p>	<p>I can explore different products.</p>	<p>I can talk about different products as I explore and investigate.</p> <p>I can talk about the use of a product.</p>	<p>I can talk about what I like and dislike about existing products.</p> <p>I can talk about strengths and weaknesses of existing products.</p> <p>I can name the different features of an existing product.</p>
<p><b>Technical knowledge</b> Mechanisms</p>	<p>I can explore how things move/work</p>	<p>I can talk about how things move/work</p>	<p>I can name some mechanisms I have used (lever, slider)</p> <p>I can explore various objects and can talk about how they move</p> <p>I can identify the mechanisms in an object and talk about its function.</p>

Building structures	I can build towers using different resources	I can build structures using a range of materials	I can build structures and explore different strengthening techniques.
<b>Cooking and Nutrition</b> Technical Knowledge	I can name some fruits and vegetables  I can say that some foods are a treat and not to be eaten all the time.	I can name a range of foods and link them to some food groups such as fruits and vegetables. I can talk about which foods could be eaten every day and which are treat foods.	I can explain that foods belong to different food groups and may be able to list some food groups, matching food items correctly to them. (eat well plate)  I can talk about the need for our diet to include food from different food groups to be healthy.
Where food comes from	I can talk about foods that I have grown in nursery.	I can talk about how fruit and vegetables are grown.	I can identify where different foods come from.  I can say that all food comes from plants or animals.
Food preparation, cooking and nutrition	I can wash my hands before preparing and eating food. I can help to prepare simple dishes, with support. I can use tools to complete tasks involving cutting, spreading and mixing, with support.	I can talk about why we wash our hands before preparing and eating food. I can follow instructions to help prepare simple dishes. I can use tools to complete tasks involving cutting, spreading and mixing.	I can prepare simple dishes safely and hygienically. I can use techniques such as cutting, peeling, grating, mixing and rolling to prepare food.