

EYFS progression of skills EAD (D.T)

	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
<u>Range of materials</u>	<p>Explore different materials freely to develop their ideas of how to use them and what to make</p> <p>Use various construction materials e.g stacking, making spaces.</p> <p>Explore joining different materials.</p>	<p>Use various construction materials e.g joining pieces, stacking vertically and horizontally</p> <p>Join different materials.</p>	<p>Begin to explain choices linked to shape and texture.</p> <p>Use various construction materials e.g balancing</p>	<p>Develop their ideas through experimentation with a diverse range of materials.</p> <p>Join different materials with glue and tape</p>	<p>Increasingly choose more appropriate materials for the job.</p> <p>Join different materials with a range of fixings</p>	<p>Join different materials with a range of fixings and explain why they have chosen a specific fixing.</p> <p>Purposefully choose construction materials for a specific job.</p>
<u>Vocabulary</u>	Make, hard, soft, big, small, build	Join, rough, sharp, smooth, shiny	Shape, balanced	Material, join, glue, tape	Fixing, fabric, wood, foil	

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<p><u>Tools and fixings</u></p>	<p>Begin to use scissors accurately</p> <p>Use Pritt stick accurately</p>	<p>Begin to use cutlery accurately</p> <p>Use masking tape and PVA glue accurately</p>	<p>Use scissors accurately</p> <p>Use Sellotape and cutter and elastic bands accurately</p> <p>With supervision use staplers and hole punches safely</p> <p>Begin to use treasury tags</p> <p>With supervision begin to use age appropriate hammer and screws (goggles and gloves)</p>	<p>accurately use a range of small tools – scissors, cutlery, hole punch.</p> <p>Use a range of fixings explaining choices – Sellotape, masking tape, different glues.</p>	<p>accurately use a range of small tools – trowel.</p> <p>Use a range of fixings explaining choices– treasury tags, staples.</p>	<p>Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and saw safely (goggles and gloves)</p> <p>Use a range of fixings explaining choices– split pins</p>
<p><u>Vocabulary</u></p>	<p>Scissors, glue, tape</p>	<p>Tools</p>	<p>Stapler, hole punch, treasury tag, goggles, safely.</p>	<p>Tools, glue, tape, Stapler, hole punch, treasury tag, goggles, safely</p>	<p>Trowel</p>	<p>Drill, saw, split pins, safety equipment</p>

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<p><u>Discussion and evaluation</u></p>	<p>Say what they have made</p> <p>Use increasingly accurate vocabulary to name what they have used to create e.g. egg box, cereal box, plastic.</p>	<p>Say what they like about their creation</p> <p>Say what was difficult about their creations</p>	<p>Begin to talk to others about and share their creations with increasingly more interest in what others have done. E.g. I like... because</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Share creations explaining the process they have used E.g fixing, material using mostly accurate vocabulary.</p> <p>Say what works well/ why they are proud</p>	<p>Return to and build upon their previous learning refining ideas and developing their ability to represent them.</p> <p>Say what they might do to make it even better</p>
<p><u>Vocabulary</u></p>	<p>Made, paper, box, tape/ glue</p>	<p>Hard, easy, enjoyed, favourite,</p>	<p>Because</p>	<p>Materials, idea</p>	<p>Proud, fixing,</p>	<p>Better</p>