

HET Foundation Stage Design and Technology Knowledge Progression



FS2 Design and Technology				
<p>FS2 Skills/ Knowledge</p> <p>ELG: Children safely use and explore a variety of materials, tools and techniques. Experiment with design and function.</p> <p>New ELG: Make use of props and materials when role playing characters in narratives</p>	Joining	<p>Stage 1 (30-50m/40-60m)</p> <ul style="list-style-type: none"> glue – Pritt, PVA, flour and water paste (I would discuss the difference between the glues and the skills you would need to use them, Pritt being much quicker and easier to apply than PVA, flour and water paste being more complicated to mix) materials – A range of materials with large flat surfaces to make joining easier. 	<p>Stage 2 (40-60m/ELG)</p> <ul style="list-style-type: none"> Tape – masking and sellotape (differentiate between them in discussions with the team. Which would you start with and why) elastic bands folding Blu Tack (as if you are ever going to put that in your workshop area! It is like gold dust) paper clip (large and small) stapler 	<p>Stage 3 (ELG/Exceeding)</p> <p>For a high level join you are going to need really good fine motor manipulation and also master the use of other equipment and techniques to enable to join.</p> <ul style="list-style-type: none"> To enable this skill to happen we would need to provide: hole punch (single and double) split pins treasury tags stitching - hole punch and lace/wool/string stitching – large blunt ended darning needle and embroidery thread more complex folding and tearing glue gun
		<i>Glue, stick, dry</i>	<i>attach, join, secure, pin, clip, staple</i>	<i>Tie, thread, tear, fold, stitch, fasten, combine, fix</i>
	Cutting	<p>Stage 1 (30-50m/40-60m)</p> <p>Encourage children to hold the scissors properly.</p> <p>Provide and aid cutting opportunities in the following order:</p> <ul style="list-style-type: none"> Straight lines Zigzag lines 	<p>Stage 2 (40-60m/ELG)</p> <p>Encourage children to hold the scissors properly.</p> <p>Provide and aid cutting opportunities in the following order:</p> <ul style="list-style-type: none"> Straight lines Zigzag lines Wavy lines 	<p>Stage 3 (ELG/Exceeding)</p> <p>Discuss the suitability/non-suitability of textured scissors for certain jobs. Match a particular pattern to a specific job ie wavy effect to the sea etc.</p> <p>Discuss difficulties (if any) and safety measures when cutting/transporting scissors</p>

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	<ul style="list-style-type: none"> • Wavy lines • More complex shapes 	<ul style="list-style-type: none"> • More complex shapes <p>Give children the opportunity to cut different thickness of paper/card etc.</p> <p>Discuss safety measures when walking with/transporting scissors.</p>	
	<i>cut, hold, snip</i>	<i>tear, safely, shape</i>	<i>Changes, transform, texture, transport</i>
Construction and Design	<p>Stage 1 (30-50m/40-60m)</p> <p>Using a range of construction materials:</p> <ul style="list-style-type: none"> • Stack blocks vertically. • Stack blocks horizontally • Make enclosures and create spaces. • Join construction pieces together. • Build and balance e.g. a tower <p>Children copy /follow a visual instruction to construct.</p>	<p>Stage 2 (40-60m/ELG)</p> <p>Manipulate materials (e.g. playdough, mechano) to achieve a planned effect:</p> <p>Children to construct their own ideas.</p> <p>Construct with a purpose in mind: Children to discuss and talk about what they are making.</p> <ul style="list-style-type: none"> • Children to encase something e.g. build a house with a roof or Handa's basket. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism. 	<p>Stage 3 (ELG/Exceeding)</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with design and function.</p> <p>Children have to:</p> <ul style="list-style-type: none"> • Plan what they are going to make. • Draw their plan. • Take about how they have made it. • Children to adapt their designs. • Children talk about the purpose of their creation.
	<i>Vertical, blocks, horizontal, build, balance</i>	<i>Twisting, pushing, slotting, construct, encase, change, overlap</i>	<i>Plan, design, evaluate, adapt, use, improve, create</i>
Food Technology	Stage 1 (30-50m/40-60m)	Stage 2 (40-60m/ELG)	Stage 3 (ELG/Exceeding)
		<ul style="list-style-type: none"> • Sort foods (healthy/unhealthy) 	<ul style="list-style-type: none"> • Begin to know where food comes

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		<ul style="list-style-type: none"> Naming ingredients 	<ul style="list-style-type: none"> Design a food product i.e. decorating a biscuit 	from
		<i>Different food names</i>	<i>Design, healthy, unhealthy, sorting</i>	<i>Ground, trees, plants, animals, farms, different countries</i>