

Nursery to Year 1 Subject Progression

	2- 3 Year Olds	3-4 Year Olds	Reception	Early Learning Goal	Year 1 National Curriculum	Key stage 1 National Curriculum
	Expressive Art and Design	Expressive Art and Design	Expressive Art and Design	Expressive Art and Design		
Design and Technology	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to:	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform
Sewing	Sewing -I can explore holding a sewing needle.	Sewing -I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	Sewing -I can begin to use the skill of sewing over and under to make a running stitch with some support. -I can complete some running stitches and work independently.	Sewing -I can independently sew a series of running stitches. -I can attempt a cross stitch with support. -I can join two fabrics with various stitches.	Children at the expected level will be able to: I can join two fabrics with various stitches. I can begin to thread a needle independently. I can begin to make a knot at the end of the thread. I can produce a simple running stitch. I can create a sewing product from start to finish e.g. using felt. I can evaluate my design and talk about improvements. I can carefully develop and share my ideas, experiences, and can describe their design and its purpose. I can use pictures and words to describe what they I want to do (materials and tools). I can design purposeful, functional, appealing products for themselves and other users based on design criteria. I can design, build, review and adapt my constructions to ensure they fit the purpose.	
Planning and Ideas	Planning and Ideas -I can work with independence to try and develop basic skills. - I can use my imagination to consider what I can do with different materials during play.	Planning and Ideas -I can develop and share my ideas with support from my peers or an adult. -I can adapt my design.	Planning and Ideas -I can work with my friend and we copy, share and develop ideas together. -I can work independently to develop my ideas. -I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.	Planning and Ideas -I can carefully develop and share my ideas, experience and imagination independently or collaboratively.	I can combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale. I know what materials can be used for a structure and explore how they can be made stronger and stiffer.	
Constructing my ideas	Constructing my ideas -I can build by stacking vertically. -I can join construction components by pushing, clicking, twisting, and snapping.	Constructing my ideas -I can make enclosed spaces and shapes such as walls, tunnels and houses. -I can build horizontally. -I can tessellate basic shapes.	Constructing my ideas -I can cover and bridge in my constructions by adding towers, roofs, bridges and more detailed features. -I can balance items. -I can explore and add moving parts to my constructions.	Constructing my ideas -I can adapt and improve my models with added features. -I can add improvements to ensure stability, scale and that it fits purpose. -I can design, build, review, and adapt my	I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale. I know what materials can be used for a structure and explore how they can be made stronger and stiffer.	

	-I can make simple models that express my ideas, showcasing creativity and emerging construction skills.			constructions to ensure they fit the purpose. -I can combine materials, shapes, and textures to add details and complexity. -I can work on a large scale and small scale.	I can begin to use appropriate materials and an appropriate join. I can talk about changes made and why these were made. I can talk about the positives and things to improve for existing products. I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.	practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Sculpting	Sculpting -I can explore the clay/dough. -I can make marks in the clay.	Sculpting -I can manipulate the clay/dough by squashing, rolling, pinching, twisting, and cutting.	Sculpting -I can make something and give meaning to it.	Sculpting -I can make something with clear intentions from start to finish. -I can use a variety of techniques and shapes to sculpt. -I can carefully select additional materials to incorporate and enhance my model.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. I can use tools and equipment safely and in the correct way such as a sculpting tool on its jagged edge to make dents and the other side of the tool to make shapes. I can cut around complex shapes such as people. I can cut thicker materials such as card. I can begin to measure and mark out materials with care and increasing accuracy. I can begin to use sharper scissors accurately to cut textiles with some support. Know what a join is and use one. Find out how to make materials for structure stronger (folding, rolling and joining, columns and triangles). Use a variety of techniques for joining and fastening such as split pins and staplers.	
Using Scissors	Using Scissors -I can hold the scissors with two hands, and I am learning how the blades close and open. -I can hold the scissors and open and close the blades. -I can make small snips into the paper.	Using Scissors -I can snip the paper and move the scissors forward. -I am beginning to cut along the paper with support from a helping hand holding the paper.	Using Scissors -I can cut along a straight line and I am improving in accuracy.	Using Scissors -I can cut a curved line. -I can cut a circle shape, cutting around the shape with round edges. -I can cut out a square shape. -I can cut around complex shapes such as people.		
Joining Techniques	Joining Techniques -I can use glue sticks to pieces. -I can use glue spatulas and PVA glue to join pieces.	Joining Techniques -I can join items using tapes, masking and sellotape, cutting lengths needed.	Joining Techniques -I can join items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joining Techniques -I can join items using a hot glue gun.		

	-I know that the PVA glue is stronger than using a glue stick.				I review my own work. I discuss strengths and areas for improvement. Explore how moving objects work. Explore wheels, axels, turning mechanisms, hinges and simple levers. Make a product that moves using a turning mechanism (e.g. wheels, winding). Make a product with a lever or a hinge (to make a movement). I can measure and weigh food items, non-standard measures, e.g., spoons, cups. I can begin to measure and weigh food using standard measures. With help, use knives safely. Use a mixing bowl. Be aware of hygiene for cooking. Know heat changes food. Know what the food groups are. Know some things are made and some things are natural. I can measure and weigh food items using standard measures with some support. Increased independence when using knives safely. Use electric mixing tools with support. Demonstrate hygiene practises such as clean hands, surfaces, cleaning and tidying equipment. Know where some foods come from. Know some things are dangerous to eat raw. Be aware there are different ways to cook. Prepare a healthy snack. Sort foods into groups.
Making	Making -I can create my own piece of art- picture or model. -I create my own piece of art and give meaning.	Making -I can create my own piece of art with some details and I begin to self-correct any mistakes. -I can build with a purpose. -I can make a den. -I can explore the junk modelling. -I can change a box into something. -I can tell you why I chose the junk to make the item.	Making -I can return to my piece of art work on another occasion to edit and improve my model. -I can add details and features to enhance my model.	Making -I can review my work. -I can discuss strengths and areas for improvement. -I can make considered improvements.	
Cooking	Cooking -I can begin to develop food vocabulary using taste, smell, texture and feel.	Cooking -I can stir, spread, knead and shape a range of food and ingredients.	Cooking -I can begin to work safely and show basic hygiene awareness e.g. washing hands.	Cooking -I can measure and weigh food items, non-standard measures. E.g. spoons, cups.	