

DESIGN TECHNOLOGY & EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to exemplify how the skills taught across EYFS feed into National Curriculum Design Technology. This document demonstrates which statements from the 2020 Development Matters we have included that we feel are the prerequisite skills for DT within the national curriculum. It also outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework to match the programme of study for DT. Below are statements for DT that are taken from the

following areas of learning:

- Physical Development
- Expressive Arts and Design

We have also defined the [knowledge, understanding and skills](#) we believe will well prepare our children in our [Federation](#) Early Years for the move into Key Stage 1 Design Technology.

	Physical Development (EYFS/DM)	Expressive Arts and Design (EYFS/DM)	Design Technology Federation
Nursery	<ul style="list-style-type: none"> • Use large-muscle movements to paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors 	<ul style="list-style-type: none"> • 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. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures
Reception	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>ELG: Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG: Creating with Materials: 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.</p>	<ul style="list-style-type: none"> • 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 • Create collaboratively, sharing ideas, resources and skills

Early Years DT Cycle A

Learning Project Ideas	Success Criteria	Design	Make	Technical Knowledge	Cooking & Nutrition
<p>Unit Focus: Tell us Story</p> <p>Design, make and evaluate: Making a large-scale model from a story</p> <p><i>Examples may include:</i> Gingerbread Cottage 3 Little Pigs House Grandma's House</p>	<ul style="list-style-type: none"> To identify which materials would be the most suitable to make a large model from a story book idea Investigate and use different ways of shaping and joining materials in the model To identify reflective and shiny materials to be used in making a mirror To take an active role in designing and making a large item for use in class Explain what their model is and what all the parts are for <p>Key Vocabulary: design, make, build, stick, model, reflective, shiny, mirror, map, journey</p>	<p>To develop their own ideas and then decide which materials to use to express them</p> <p>To master the skills of holding a pencil making meaningful marks</p> <p>To create collaboratively, sharing ideas, resources and skills</p> <p>To talk about their design and what they want it to do</p>	<p>To safely use and explore a variety of tools and techniques</p> <p>To use a range of small tools</p> <p>To hold scissors correctly and safely</p> <p>To experiment with different brush sizes</p> <p>To follow simple instructions</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To shape and join different materials and explore different textures</p>	<p>Know the key features that define a product</p> <p>Know the names of simple construction tools and equipment</p> <p>Know what inventors do and why they are important</p> <p>Know what they like and dislike about a product</p> <p>Know what they are designing and making and say what its purpose is</p>	<p>To know that some foods are healthier foods e.g fruit</p> <p>To know that some foods grow in the ground as vegetables</p> <p>Know that food comes from plants or animals and that food has to be grown or caught</p>
<p>Unit Focus: Come Fly with Me Asia</p> <p>Design, make and evaluate: Design own traditional style Chinese outfit</p> <p><i>Examples may include:</i> Kimono style coat/jacket Scarf/shawl/cape</p>	<ul style="list-style-type: none"> To know that Chinese dragons are an important feature of Chinese culture To identify some features of Chinese dress – including colours and decoration style Use a pencil to design their own Chinese style outfit Explore and decide which different material/fabric collages samples that could be used to make their clothing item Hold scissors correctly and safely Talk about their design and explain their ideas <p>Key Vocabulary choose, explore, shape, design, decorations, ideas, dragon, Chinese, colour, bright, traditional, outfit, fabric</p>				
<p>Unit Focus: Our Local Place</p> <p>Design, make and evaluate: Picnic food items</p> <p><i>Examples may include:</i> Fruit kebabs Rainbow crunchy snack pots</p>	<ul style="list-style-type: none"> To know that some foods come from plants and has to be grown To explore and taste a range of fruits and raw salad vegetables – describing the flavour and texture To use a knife safely to chop or slice fruits and vegetables To know that some foods are healthier than others To design a healthy snack pot for picnic at Sugar Mill Ponds <p>Key Vocabulary Taste, safe, chop, slice, grown, healthy, raw, vegetable, fruit, texture, crunch, colour</p>				

**bold type vocabulary denotes core language that needs to 'stick' (know, understand and be used) and is revisited throughout the DT curriculum*

Early Years DT Cycle B

Learning Project Ideas	Success Criteria	Design	Make	Technical Knowledge	Cooking & Nutrition
<p>Unit Focus: Let's Play/Toys</p> <p>Design, make and evaluate: Make a puppet theatre and/or a moving toy</p> <p><i>Examples may include:</i> Role play area puppet theatre (inside or outside, varying scales & materials used) Stick puppet characters – some with 2sticks/parts/1 pivot pin</p>	<ul style="list-style-type: none"> To explore, talk about and identify key features of a puppet theatre. To develop ideas and decide which materials to select to make a useable puppet theatre. To work together, sharing ideas and materials To describe how a moving puppet toy was made (simple joints) To be able to talk about what they see and then use this to inspire a make of their own. Follow simple instructions to make a pin pivot card puppet <p>Key Vocabulary</p> <p>design, make, like, dislike, features, puppet theatre, curtains, stage, moving toy</p>	<p>To develop their own ideas and then decide which materials to use to express them</p> <p>To master the skills of holding a pencil making meaningful marks</p> <p>To create collaboratively, sharing ideas, resources and skills</p>	<p>To safely use and explore a variety of tools and techniques</p> <p>To use a range of small tools</p> <p>To hold scissors correctly and safely</p> <p>To experiment with different brush sizes</p> <p>To follow simple instructions</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To shape and join different materials and explore different textures</p>	<p>Know the key features that define a product</p> <p>Know the names of simple construction tools and equipment</p> <p>Know what inventors do and why they are important</p> <p>Know what they like and dislike about a product</p> <p>Know what they are designing and making and say what its purpose is</p>	<p>To know that some foods are healthier foods e.g fruit</p> <p>To know that some foods grow in the ground as vegetables</p> <p>Know that food comes from plants or animals and that food has to be grown or caught</p>
<p>Unit Focus: Animal Crackers/Animals Around the World</p> <p>Design, make and evaluate: Animal Puppets</p> <p><i>Examples may include:</i> Tiger puppet with stripes & whiskers Parrot puppet with feathers/beak Alligator with textured/scaled fabric</p>	<ul style="list-style-type: none"> To explore, talk about and identify key features of a simple glove puppet Use photographs/pictures of animals and identify features that could go on an animal puppet design (eg colours, whiskers, teeth, eyes, scales, feathers) Use a pencil to design their own animal glove puppet Explore and decide which different material/fabric collages samples that could be used to make their glove puppet Follow simple instructions to thread/join 2 halves of puppet template Hold scissors correctly and safely, and use glue, to add features Talk about their design and explain their ideas <p>Key Vocabulary</p> <p>choose, explore, design, ideas, join, stick, thread, puppet, colour, fabric,</p>	<p>To talk about their design and what they want it to do</p>			
<p>Unit Focus: Not all Superheroes wear capes</p> <p>Design, make and evaluate: 1. A pizza 2. a job lanyard</p> <p><i>Examples may include:</i> Pizza toast Pitta Pizza Pizza Wraps</p>	<ul style="list-style-type: none"> To look and talk about the features, and purpose, of a job lanyard To design a new lanyard with clear information and space for a photograph Hold and use scissors safely and with increasing accuracy To talk about, and understand that foods we enjoy are product that have been designed To be able to talk about preferences and design a pizza for themselves To identify what someone else prefers and design specifically for them Use chopping skills and equipment to make a pizza topping <p>Key Vocabulary</p> <p>design, make, safely, equipment, lanyard, photograph, I.D., words, prefer, cook, share, favourite</p>				

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