



**Design Technology**

**EYFS – Areas of Learning**

**Expressive Arts & Design – 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.
- Make use of props and materials when role playing characters in narratives and stories.

**Physical Development – Fine Motor Skills**

- Use a range of small tools, including scissors, paintbrushes and cutlery.
  - Begin to show accuracy and care when drawing.

**National Curriculum – Key Stage 1 Subject Content**

<b><u>Design</u></b>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>
<b><u>Make</u></b>	<ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>
<b><u>Evaluate</u></b>	<ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>
<b><u>Technical Knowledge</u></b>	<ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>

**EYFS Curriculum**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Pre-School</u></b>	Nursery Rhymes 	Traditional Tales 	Into the Woods 	People Who Help Us. 	A Bugs Life 	Splash! 



<b>Reception</b>	Traditional Tales 	Bits & Bobs! 	A Long Time Ago... 	New Life 	Animals Around the World 	What a Wonderful World 
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**Layered Learning**  
*Opportunities, Experiences & Vocabulary covered in EYFS to prepare children for learning in KS1*

<b>KS1 NC Content</b>	<b>Pre-School</b>	<b>Reception</b>
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>Adults guide children to learn to construct or make with a design in mind. Adults ask questions to guide children into thinking about which resources they will use and why.</li> <li>Children are provided with guides to help them to design their own creations. When learning about the farm, children are shown a range of homes on the farm (e.g. stables, barns, sties etc.) children then explore using loose parts to design their own small world farms.</li> </ul>	<ul style="list-style-type: none"> <li>Children design a house for the ducklings which they care for. They draw the houses and talk through their ideas.</li> <li>Children use a range of materials to design and build models of beanstalks.</li> <li>Children have free access to the Construction Area in the classroom. They have resources such as; wooden blocks, duplo and other construction kits available. Adults encourage children to design and think about what they would like to achieve before building.</li> </ul>
<p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example,</li> </ul>	<ul style="list-style-type: none"> <li>During child-initiated play, adults support children's creativity &amp; offer opportunities for making a range of things linked to their interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>Linked to the story Whatever Next, children make junk model rockets. They learn how to build a model which replicates something in the real world. They use loose parts &amp; give meaning to their models.</li> <li>Children learn to join two items using glue, tape, ribbon &amp; string. They are encouraged to decide</li> </ul>



<p>cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Linked to learning on Diwali, children make their own salt dough and create Diya lamps. They manipulate the dough and watch the process of the dough drying before decorating. Autumn 2.</li> <li>Children take part in lots of baking activities throughout the year. They make biscuits, melted chocolate apples, rice crispy cakes and flapjacks. Adults talk to the children about the changes in the ingredients/states as they are heated up/cooked. Children will have opportunities to; stir, mix, pour and blend ingredients.</li> </ul>	<p>and describe which way of joining two items would be best depending on materials etc.</p> <ul style="list-style-type: none"> <li>Children use clay to create dinosaur fossils. They learn how best to manipulate clay and describe the texture.</li> <li>Children have free access to a well resourced creative area in class. This is stocked with resources such as; scissors, tape, glue, ribbon, boxes, loose parts etc. so that children can independently practice the skills of cutting, joining etc.</li> </ul>
<p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Children are given the opportunities to access a range of objects and resources with different textures, shapes, sizes &amp; weights. Adults question children and encourage them to talk about the differences, explaining what they like and what they don't like.</li> </ul>	<ul style="list-style-type: none"> <li>On Shrove Tuesday, the children evaluate a range of different pancake toppings. They talk about the ones which they like &amp; the ones which they don't and they explain why. Linked to the story of Jack and the Beanstalk, children plant their own seeds. Children evaluate how well their plants are growing and discuss/test whether their plants would grow better or worse in different conditions.</li> </ul>
<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for</li> </ul>	<ul style="list-style-type: none"> <li>Children have access to a range of construction kits in the Construction Area. They are encourage to build towers, make enclosures, copy a design etc. Adults talk to the children about their creations as they build and model technical language such as; strong, stable, weak.</li> </ul>	<ul style="list-style-type: none"> <li>After reading the story of Goldilocks, the children design and make a chair for Baby Bear. They explore how they can make the chair as strong and stable as possible.</li> <li>When building with blocks and construction kits in the Construction Area, adults guide children into thinking about what they could do to make their towers/models stronger or more stable.</li> </ul>



example, levers, sliders, wheels and axles], in their products.

- When creating & making during child-initiated learning time in the Creative Area, adults encourage children to make simple evaluations of what they have made. They question them to encourage children to think about how they can improve their creations.





EYFS – National Curriculum Progression Document – Design Technology







- Can use loose parts to build & create

- Builds models which replicate something in the real world
- Builds something they can give meaning to
- Can use a variety of construction kits to build & create



- Manipulates clay/dough (rolls, cuts, squashes, pinches, twists etc.)





