



# Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

## Exploring Design and Technology in the Early Years Foundation Stage

How does the curriculum provide a foundation of design and technology skills and knowledge in the EYFS?

Development Matters (linked to design & technology)	Early Learning Goals (linked to design & technology)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p><b>Three- and Four-Year Olds</b></p> <p><b>Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p><b>Reception</b></p> <p><b>Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors and paintbrushes.</li> </ul> <p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p><b>When designing and making, pupils should be taught to:</b></p> <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> <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, 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> <p><b>Evaluate</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>• Talk about healthy foods</li> <li>• Have the opportunity to grow and cook foods.</li> <li>• Cook foods for a variety of different purpose and events e.g. apple crumble in Autumn, Biscuits for Christmas, Stir Fry for Chinese New Year</li> <li>• Provide a range of materials for people to construct with.</li> <li>• Make models of well-known buildings in our community e.g. homes long ago</li> <li>• Children to be taught how to join materials using tape and glue.</li> <li>• Teach children how to use tools safely.</li> <li>• Make puppets to retell stories or nursery rhymes.</li> <li>• Use junk materials to make a chair for the Giant in Jack and the Beanstalk</li> <li>• Make masks to retell a familiar story or nursery rhyme.</li> <li>• Use hole punches, staplers, split pins, tape or glue, independently, in their own creations.</li> <li>• Construct in the construction area.</li> <li>• Make imaginative small worlds with construction kits or loose parts e.g. the town in Funnybones.</li> <li>• Use the large construction in the outside area.</li> <li>• Sand sculptures.</li> <li>• Make and modelling playdough.</li> <li>• Use clay to make Diva lamps for Diwali.</li> </ul>

<p>and developing their ability to represent them.</p> <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>		<p><b>Technical knowledge</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 example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Use old shoe boxes to make Special Memory Boxes</li> <li>• Crafting activities for Christmas and Easter</li> </ul>
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