

Design Technology in the EYFS Curriculum overview

EYFS	<p>Theme: Me and My Family / Into the Woods</p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none">• Nursery: Join different materials together using glue and Sellotape.• Nursery: Make choices about which materials to use when creating.• Reception: Construct with a purpose, using a variety of materials. <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none">• I can talk about my model.• I can join materials together and name what I have used e.g. glue.• I can use tools like scissors and hole punches and name them.	<p>Theme: Winter Wonderland/Once upon a time</p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none">• Nursery: Make imaginative small worlds with blocks and construction kits.• Reception: Safely explore different techniques for joining materials.• Reception: Make props and costumes for different role play scenarios. <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none">• I know that structures need to be strong.• To talk about how things work.	<p>Theme: Gardens and Growing/ Let's Go on an Adventure</p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none">• Nursery: To develop their own ideas and then decide which materials to use to express them.• Reception: To share creations, talk about process and evaluate their work.• Reception: Explore a variety of materials, tools and techniques, experimenting with design, form and function. <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none">• To evaluate my creation and say how I would improve it.
-------------	--	--	--

Design Technology in the EYFS Curriculum overview

Spontaneous Learning Opportunities for Design Technology in the EYFS may include:

- Making imaginative and complex small worlds with blocks and construction kits such as a city with different buildings etc.
- Using hole punches/staplers/split pins to assemble their own creations.
- Junk modelling focussing on joining materials using glue, Sellotape etc by joining materials together.
- Planning sheets in the construction area to plan their creations.
- Using a variety of construction materials to build e.g. lego, mobilo, duplo etc in the Construction area.
- In the outdoor area, creating their own large scale constructions using crates, blocks etc.
- Helping to prepare snack – food safety, chopping fruit with knives etc.
- Taking part in baking activities.
- Exploring different materials, fabrics and textures.
- Disassembling everyday objects and learning how they work.
- Using the language of designing and making e.g. joining, building, heavier, lighter etc.
- Talking about their creations and the choices they have made.
- Threading activities to promote fine motor development.
- In the playdough area, children will explore sculpting, rolling, cutting and shaping using rolling pins and cutters.
-

Early Learning Goals linked to Design Technology

Expressive Arts and 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.

Physical Development: Fine Motor Skills

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

Communication and Language: Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate.

Personal, Social and Emotional Development: Self-regulation

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

How DT looks in KS1

Engaging in an iterative process of designing and making through a variety of creative and practical activities. Working in a range of relevant contexts. Design: Designing purposeful, functional and appealing products for themselves and others based on design criteria. Generating, developing, modelling and communicating their ideas through talking, drawing, templates, mock-ups and ICT (where appropriate).

Make:

Selecting from and using a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).

Selecting from and using a wide range of materials and components e.g. construction materials, textiles and ingredients.

Evaluate:

Exploring and evaluating a range of existing products. Evaluating their ideas and products against design criteria.

Technical knowledge:

Building structures, exploring how they can be made stronger, stiffer and more stable. Exploring and using mechanisms (e.g. levers, sliders, wheel, axles) in their products.

Cooking and nutrition:

Using the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.