



**Curriculum Implementation:
Design Technology**

Design Technology in 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 help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which early years outcomes are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for DT. The most relevant early years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

The following progression of skills outlines the key ELG, as these are recognised as the expected standard for the end of EYFS.

DT			
30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
		Health and Self-Care	<ul style="list-style-type: none"> • To understand that equipment and tools have to be used safely.
	Understanding the World	Technology	<ul style="list-style-type: none"> • To show an interest in technological toys with knobs or pulleys, or real objects. • To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To enjoy joining in with dancing and ring games. • To begin to move rhythmically. • To imitate movement in response to music. • To tap out simple repeated rhythms.
		Being Imaginative	<ul style="list-style-type: none"> • To develop preferences for forms of expression. • To use movement to express feelings. • To create movement in response to music. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	40-60 Months	Physical Development	Moving and Handling
Health and Self-Care			<ul style="list-style-type: none"> • To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practise some appropriate safety measures without direct supervision.

There are no specific Design Technology topics planned for EYFS, to enable the class teacher to plan dynamically for the children's needs and interests.

40-60 Months Continued	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To explore what happens when they mix colours. • To experiment to create different textures. • To understand that different media can be combined to create new effects. • To manipulate materials to achieve a planned effect. • To construct with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately. • To select appropriate resources and adapt work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using.
		Being Imaginative	<ul style="list-style-type: none"> • To create simple representations of events, people and objects. • To choose particular colours to use for a purpose.
ELG	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • To handle equipment and tools effectively, including pencils for writing.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Being Imaginative	<ul style="list-style-type: none"> • To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design - Developing, planning and communicating ideas.	ELG from Expressive Art and Design: Being Imaginative	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 			
	Being Imaginative: <ul style="list-style-type: none"> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. 	<ul style="list-style-type: none"> Identify a target group for what they intend to design and make. Generate ideas through talk and drawing based on their own experiences. Design purposeful, functional and appealing products for themselves and others, based on given design criteria Model their ideas in card and paper. 	<ul style="list-style-type: none"> Identify a purpose for what they intend to design and make. Identify simple design criteria. Generate ideas through talk and drawing based on their own, and others' experiences. Develop their design ideas through discussion, observation, drawing and modelling. Make simple drawings and label parts. 	<ul style="list-style-type: none"> Identify a purpose and establish criteria for a successful product. Generate ideas for an item, considering its purpose and the user/s. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing 	<ul style="list-style-type: none"> Identify a purpose for what they intend to design and make, based on their research. Identify the design criteria for their product. Generate ideas through talk and drawing based on their own, and others' experiences. Develop their design ideas through discussion, observation, drawing, annotating and modelling. Make simple drawings and label parts, creating prototypes where necessary. 	<ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas. 	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop their own detailed design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques
Make -	ELG from Expressive Art and Design:	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for 		<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 			

Working with tools, equipment, materials and components to make quality products (inc-food)	Exploring and using media and materials ELG from Physical development: Moving and Handling.	example, cutting, shaping, joining and finishing]. <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 		<ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 			
	Exploring and using media and materials: <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. Moving and Handling: <ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools <i>eg scissors and a hole punch</i> safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT. 	<ul style="list-style-type: none"> Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, weave and knit Measure, tape or pin, cut and join fabric with some accuracy 	<ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product

<p>Evaluate - Evaluating processes and products</p>	<p>ELG from Communication and Language: Speaking.</p>	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. 		<ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. 			
	<p>Communication and Language, Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively. • They develop their own narratives and explanations by connecting ideas and events. 	<ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it. 	<ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> • Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> • Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> • Evaluate their work both during and at the end of the assignment. • Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others. 	<ul style="list-style-type: none"> • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved
<p>Nutrition</p>	<p>ELG from Physical Development: Health and Self Care.</p>	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. 		<ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			
	<ul style="list-style-type: none"> • Children know the importance of good health, physical exercise and a healthy diet. 	<ul style="list-style-type: none"> • Understand where food comes from. • To explain why good hygiene is important when cooking - Follow safe procedures for food hygiene. • Use the basic principles of a healthy and varied diet to prepare dishes. • Use basic food handling, hygienic practices and personal hygiene • Select and use appropriate fruit and vegetables, processes and tools. • To understand the safety implications of cooking. 	<ul style="list-style-type: none"> • Understand the principles of a healthy and varied diet. • To give examples of suitable dishes for a healthy and varied diet. 	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • To consider the governments recommendations for a healthy plate, i.e. protein, dairy...etc. 	<ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes. • To design and cook a dish for a given purpose. • Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> • Weigh and measure accurately (time, dry ingredients, liquids) 	<ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.. • Understand seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed. 	

<p><u>Cooking progression of skills</u></p>	<p>KNIFE SKILLS Bridge knife technique – soft foods e.g. strawberry, cherry tomato</p> <p>WEIGHING AND MEASURING Using measuring spoons and cups Using balancing scales</p> <p>BAKING SKILLS Sieving e.g. flour Kneading Shaping e.g. bread rolls Cutting out rolled pastry Glazing e.g. brushing with egg, milk, oil</p> <p>OTHER SKILLS Tearing e.g. herbs Crumbling cheese e.g. Feta cheese Arranging ingredients/toppings Spreading with the back of a spoon e.g. pizza topping Scooping e.g. removing mango flesh from hedgehogged shell, or baked potato from its jacket Using a lemon squeezer Beating ingredients together e.g. salad dressing Garnishing and decorating</p>	<p>(Previous skills, but to also include the following)</p> <p>KNIFE SKILLS Claw knife technique – soft foods e.g. cucumber Snipping herbs in a jug using scissors</p> <p>BAKING SKILLS All-in-one cake mixing Scraping out a bowl with a spatula Dividing mixture into tins e.g. muffins Handling and folding filo pastry</p> <p>OTHER SKILLS Mashing</p>	<p>(Previous skills, but to also include the following)</p> <p>KNIFE SKILLS Bridge knife technique – harder foods e.g. apple Hedgehog a mango cheek with a round bladed knife Grating soft foods e.g. courgette, cheese</p> <p>WEIGHING AND MEASURING Using a jug to measure liquids</p> <p>BAKING SKILLS Cutting fat into flour Cracking an egg Beating an egg Rubbing fat into flour Mixing to form bread dough Handling and rolling puff pastry</p> <p>OTHER SKILLS Spreading with a table knife e.g. butter Crushing garlic Shaping e.g. fishcakes/burgers</p>	<p>(Previous skills, but to also include the following)</p> <p>KNIFE SKILLS Claw knife technique – harder foods e.g. carrot Peeling soft vegetables e.g. courgette</p> <p>WEIGHING AND MEASURING Using digital or spring balance scales</p> <p>BAKING SKILLS Adding liquid to flour Cutting out rolled pastry</p> <p>OTHER SKILLS Coating e.g. with egg and breadcrumbs Shelling a hard boiled egg Draining through a sieve or colander</p>	<p>(Previous skills, but to also include the following)</p> <p>KNIFE SKILLS Grating harder foods e.g. carrot, apple</p> <p>BAKING SKILLS Separating an egg Creaming fat and sugar Folding flour into creamed mixture Handling and rolling shortcrust pastry</p> <p>OTHER SKILLS Seasoning to taste</p>	<p>(Previous skills, but to also include the following)</p> <p>KNIFE SKILLS Simple combination of bridge and claw e.g. onion Coring an apple Fine grating e.g. parmesan cheese, nutmeg.</p> <p>OTHER SKILLS Using the hob (only with adult supervision) e.g. to sweat vegetables for soup Whisking e.g. egg whites or cream</p>	<p>(Previous skills, but to also include the following)</p> <p>KNIFE SKILLS Fine chopping of herbs Peeling e.g. carrot</p>
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