



EYFS Curriculum Year A and Year B 2022-2025

EYFS DESIGN TECHNOLOGY LINKS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Design Technology within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for Design Technology. The most relevant statements for Design Technology are taken from the following areas of learning: • Physical Development • Expressive Arts and Design

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| Two and Three year olds | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front |
| | Physical Development | <ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. |
| | Understanding the World | <ul style="list-style-type: none"> • Explore materials with different properties • Explore natural materials, indoors and outside |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. |
| Three and Four Year olds | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. |
| | Physical Development | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, 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. |
| | Understanding the World | Explore how things work. |
| | Expressive Arts and Design | <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. |



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| | | | <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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |
| Reception | Physical Development | | <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |
| | Expressive Arts and Design | | <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 |
| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. |
| | Expressive Arts and Design | Creating with 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. • Share their creations, explaining the process they have used |



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| DT Bridging EYFS to Year 1 | | | | | |
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| Organisation of Knowledge | Design | Make | Evaluate | Structures | Food |
| Relevant ELG | ELG: Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG: Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. | ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | ELG: Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; | | ELG: Managing self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| | | ELG: Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Fine motor skills Use a range of small tools, including scissors, paintbrushes and cutlery. 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 | ELG: Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG: Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Creating with Materials | | ELG: Fine motor skills Use a range of small tools, including scissors, paint brushes and |
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| | | have used. | Share their creations, explaining the process they have used. | | cutlery; |
| KS1 readiness objectives | <ul style="list-style-type: none"> To describe something they want to make / build / construct To say who they are making / building / constructing for To talk about what materials they are going to use when making / building / constructing | <ul style="list-style-type: none"> To make / build / construct objects using a variety of materials To join materials together when making / building / constructing | <ul style="list-style-type: none"> To talk about their constructions / products, and what they are pleased with To talk about their constructions and say how it could be even better To talk about everyday objects that they like and say why they are good | <ul style="list-style-type: none"> To build / construct structures from a range of materials to a design brief that they have created or been given. To build / construct structures that are tall or strong. To know that tape and glue can join materials together and can make structures stronger. | <ul style="list-style-type: none"> To recognise different foods as either healthy or unhealthy To know how to use basic cutlery and utensils to make and eat food To follow simple instructions to make different foods To know when we make food for other people that it needs to be appealing. |

| EYFS DESIGN AND TECHNOLOGY TOPIC LINKS (Example ideas, activities may be adapted to follow interests of class and relevant topical events) | | | | | | |
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| | Autumn | | Spring | | Summer | |
| Year A Theme | MY LITTLE WORLD! | PRINCESSES AND KNIGHTS | DINOSAURS | PIRATES | HOLIDAYS NEAR AND FAR | MINI BEASTS AND MINI WORLDS |
| Year A Overview | Cooking and food tasting | Salt dough and Junk Modelling | Luna New Year Food tasting. Making Bird feeder for outside Creating snow | Mothering Sunday Gifts Easter Cookery | Different foods from afar. Sewing | Junk range of junk-modelling |





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| | | | flakes though cutting paper | | | |
| Pupils will have the opportunity to: | | | | | | |
| Year A Details | <ul style="list-style-type: none"> -Make soup linked to Enormous Turnip and Pumpkin Soup stories. -Taste fruits and Vegetable tasting linked to healthy eating and try something new. | <ul style="list-style-type: none"> -Make Christmas salt dough decorations. -Design and create Junk model Castles as a team, working with friends to make a castle inspired by a real life castle (picture) | <ul style="list-style-type: none"> -Taste Luna New Year Foods. -Make Bird feeders using cheerio's or other suitable food stuffs -Create snow flakes though cutting paper techniques | <ul style="list-style-type: none"> -Make Mothering Sunday Gifts -Make some Easter Cookery gifts to take home. | <ul style="list-style-type: none"> -Try Different foods from afar and make something e.g. lets make Pizza or another preferred dish – pupils to decide -Make a felt bag for our holidays | <ul style="list-style-type: none"> - use a of junk- modelling to make a minibeasts and /or home – pupils will consider which materials would be best to create their minibeast. |
| Year B Theme | SUPERHEROES! | I LIKE TO PLAY! | THIS IS MY HOME | BABY ANIMALS ON THE FARM | JUNGLE ADVENTURES | LET'S GO SEE... |
| Year B Overview | Large Junk modelling a den. Super Foods | Small junk modelling toy design | Decorate a house, bedroom and | Loose part/natural pictures of | Weaving a jungle den | Papier Mache techniques |



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| | | | decorate. | farms/animals. Spring related crafts | | Sewing |
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| Pupils will have the opportunity to: | | | | | | |
| Year B Details | <ul style="list-style-type: none"> -Create a superhero den using cardboard boxes and decorate the den in a way that reflects their superpowers. -Look at superfoods and what we need to be healthy. -Make food products and food stuffs that are healthy. | <ul style="list-style-type: none"> -Create a toy workshop in the junk-modelling area. -Children will design their toy first and think carefully about the materials they will need to make their toy. -Model how to make a cup and ball using. Pupils will have a go at making their own independently. | <ul style="list-style-type: none"> -Look at what their perfect bedroom would look like. Using different techniques to design a room, cut and stick from magazines then collage or paint the furnishings -Choose from a selection of different-sized cereal boxes to use to create a house. | <ul style="list-style-type: none"> -to create pictures of farm animals using loose parts. -complete spring related crafts e.g. make simple pop up cards and other 3D pictures using simple joining methods - to use a range of joining techniques to make a fence for some small world farm animals. | <ul style="list-style-type: none"> -use different lengths and patterns of fabric for role play to create a jungle den -pupils to create animal masks and create their own story narrative. | <ul style="list-style-type: none"> -work collaboratively to make a papier-mache hot-air balloon for a teddy bear. -to make a small basket (weaving felt) for a small teddy to ride in . |