

## How the Early Years Foundation Stage Framework links to Design Technology in the National Curriculum

How it is taught in EYFS:	In EYFS we are working towards the following Early learning goals (ELGs)		How it looks in Key Stage 1:
<ul style="list-style-type: none"> <li>▪ Cooking.</li> <li>▪ Mud kitchen play.</li> <li>▪ Construction areas – crates, planks, large blocks etc..</li> <li>▪ Junk modelling.</li> <li>▪ Building with different resources.</li> <li>▪ Talking about what they have made, what they did and what they used.</li> <li>▪ Using subject related vocabulary such as 'join', 'stick', 'build' etc.</li> <li>▪ Exploring and playing with different materials.</li> </ul>	<p><b>Expressive art and design</b></p> <p>Creating with materials</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>Engaging in an iterative process of designing and making through a variety of creative and practical activities. Working in a range of relevant contexts.</p> <p><b>Design:</b> 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).</p> <p><b>Make:</b> Selecting from and using a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Selecting from and using a wide range of materials and components e.g. construction materials, textiles and ingredients.</p> <p><b>Evaluate:</b> Exploring and evaluating a range of existing products. Evaluating their ideas and products against design criteria.</p> <p><b>Technical knowledge:</b> 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.</p> <p><b>Cooking and nutrition:</b> Using the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>
	<p><b>Physical development</b></p> <p>Fine motor skills</p>	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	
	<p><b>Communication and language</b></p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	
	<p><b>Personal, social and emotional development</b></p> <p>Self regulation</p>	<ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show</li> </ul>	

		an ability to follow instructions involving several ideas or actions.	
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