




Design Technology in Foundation Stage

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document shows how the skills taught across EYFS feed into National Curriculum subjects. 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 Three and Four Year-Olds and Foundation Stage to match the programme of study for Design Technology.

		Three and Four Year Olds	Foundation Stage	Early Learning Goals
	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. 		

Areas of Learning and	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. 	<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 	<u>Fine Motor Skills</u> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.

			sitting at a table or sitting on the floor.	
	Understanding the World	<ul style="list-style-type: none"> • Explore how things work. 		

	<p style="text-align: center;">Expressive Arts and Design</p>	<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. 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. 	<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. 	<p><u>Creating with Materials</u></p> <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.
 <p>The logo for Limestone Peak Federation features a central white square with the text 'LIMESTONE PEAK Federation' inside. The text is surrounded by four overlapping, colorful loops in yellow, pink, blue, and purple.</p>		<p>Research – How do designers take inspiration from existing products?</p> <p>Design – How do designs show the function and look of a product?</p> <p>Technology – How is Scientific knowledge used to solve problems in different communities?</p> <p>Innovation – How do people create new concepts and ideas and use these to make improvements to our lives?</p> <p>Evaluation – How can reflecting on what we do lead to further improvements?</p> <p>Safety – How can we make sure that we are all safe and why is this important?</p>		

