**EYFS and Design Technology at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into National Curriculum subject of Design Technology and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject.

**The most relevant EYFS outcomes for Design Technology are taken from the following areas of learning:**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Age Band/ELG** | **Area of learning** | **Aspect of learning** | **Outcomes/Skills/Learning** |
| 30-50 Months | Physical Development | Moving  and Handling | * To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. |
| Understanding the World | Health  and Self-Care | * To understand that equipment and tools have to be used safely. |
| Expressive Arts and Design | Technology | * 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. |
| Exploring and Using Media and Materials | * 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 | * 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 | * To use simple tools to effect changes to materials. * To handle tools, objects, construction and malleable materials safely and with increasing control. |
| Health  and Self-Care | * 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. |
| Expressive Arts and Design | Exploring and Using Media and Materials | * 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 | * To create simple representations of events, people and objects. * To choose particular colours to use for a purpose. |
| ELG | Physical Development | Moving  and Handling | * To handle equipment and tools effectively, including pencils for writing. |
| Expressive Arts and Design | Exploring and Using Media and Materials | * To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| Being Imaginative | * 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. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into Design Technology, for example, the area of Communication and Language has a bearing on children being able to talk about their creations and having the language to do so etc.
* Look at the Characteristics of Effective Learning (CoEL) and see how these might link to Design Technology.