LEARN AND BELIEVE, ASPIRE AND ACHIEVE

LANE END PRIMARY SCHOOL

Design Technology in EYFS at Lane End Primary School

EYFS links to the whole school Design Technology curriculum

The EYFS is it's own distinct key stage and has it's own curriculum, tailored to meet the needs, interests and fascinations of our youngest learners at Lane End Primary School. The aims of the curriculum are to foster the development and progress of our children, in line with the guiding principles of the Early Years Foundation stage, in readiness for the next curriculum stage. Consideration has been made of the key knowledge and skills that our children will develop within their design technology curriculum in both Nursery and Reception. To ensure that our children are ready to access National Curriculum content in Year 1, links are made between the EYFS areas of learning and National curriculum subjects, so the whole school curriculum is progressive from the very start that pupils join our school.

Our EYFS curriculum has been built to reflect the context of the school, pupils and community in which we live. Although key skills and knowledge are planned for throughout the year; activities and experiences are also fluid, and responsive, based upon children's needs, interests and fascinations.

Design Technology is encompassed within the Expressive Arts and Design area of learning, as set out in the Early Years Foundation Stage.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Taken from the Statutory framework for the Early Years Foundation Stage.

As well as planned experiences to develop knowledge, skills and vocabulary, a wide range of stories and books are planned into our curriculum from the Lane End Diet of reading to support and enhance the understanding of design concepts and vocabulary.

Key Knowledge links within the Planned Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	New Beginnings Explore different materials and tools on offer in Nursery provision	Celebrations	Winter Using construction blocks to create a space (home for a polar bear)	New Life Know that boxes/ junk modelling can be used for a different purpose (making something based on interest)	Bugs	The wider world
Reception	All about me/ Autumn Know how to safely use a hammer in the Woodwork area	People who help us Know how to attach two pieces of wood in the woodwork area Design and make a Christmas decoration	Winter Make use of props and resources in deconstructed role play	Traditional tales Can design and make something of their choice in the woodwork area Design and build a chair that won't break for baby bear Make porridge following a recipe	Minibeast Design and make a minibeast home	Holidays/ Transport design and make a sandwich for a pirate
	Ongoing links with the process aspect of designing, making and modifying are exploited in the review sessions of the day					

Talking like a designer in the EYFS	Build, make, reflective, fix, attach, creation, materials, design, scrunch, fold, explore, explain, investigate, plan

Note – ongoing opportunities to make links to knowledge are exploited as they arise within children's interests and fascinations.

Design Technology	Key Skills Links to: Development matters 2021 (the non-statutory supporting guidance for the EYFS Statutory Framework 2021), Early Learning Goal
	Expressive Arts and Design
Birth to 3	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Use their imagination as they consider what they can do with different materials Make simple models which express their ideas.
3 and 4 year olds	Take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different building 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. Join different materials and explore different textures.
Children in reception	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills

Creating with materials (A point in time assessment)	Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories

How do we provide a foundation of design and technology skills and knowledge in Lane End EYFS ?

- 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, to develop their ideas about how to use them and what to make
- To provide materials enabling children to develop their ideas and then decide which materials to use to express them
- Return to, and build on previous learning, refining ideas and developing their ability to represent them
- Creating collaboratively, sharing ideas, resources and skills

Other design and technology knowledge and skills are built upon, 'in the moment' following children's interests and fascination within their chosen play.

What might this look like within the Early Years at Lane End?

- Creating different environments in small world play
- Building different structures in the construction area both inside and out
- Planning sheets added to construction area for planning creations

- Junk modelling – planning and making
- Focusing on joining materials with different joins- eg attaching a toilet roll to a box.
- Choosing appropriate materials to create an effect – eg feathers, buttons, sequins
- Food and nutrition – healthy eating, creating a sandwich for a pirate
- Food linked to festivals and celebrations – trying new foods – diwali, Chinese new year
- Malleable play- modelling
- Clay – making diva lamps
- Folding techniques to create books, fans etc
- Learning how to link materials together – eg paper chains, string
- Creating for a purpose – kites on windy days
- Creating products to solve a problem – a chair that wont break
- Providing different tools to assemble their own creations – eg hole punches, staplers, split pins
- Woodwork area
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