

## Progression Guidance for Design & Technology from Early Years

### Overview

Design and Technology in the EYFS Framework falls across a number of areas of learning including Physical Development and Expressive Arts and Design. In addition, aspects within Communication and Language and Personal, Social and Emotional Development are linked as part of children being able to evaluate and improve their work. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

The following table shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

Design & Technology		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
Design	<p><b>Expressive Arts and Design</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>• Explain what they are making and which materials they are using and why.</li> <li>• Select materials from a range that will meet a simple design criteria</li> <li>• Select and name the tools needed to work the materials e.g. scissors for paper.</li> <li>• Explore ideas by rearranging materials.</li> <li>• Describe simple models or drawings of ideas and intentions and discuss their work as it progresses, saying what they like and do not like about items they have made and attempt to say why.</li> <li>• Create designs using basic techniques.</li> <li>• Build structures, joining components together.</li> </ul>
Make		

Evaluate	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.	<ul style="list-style-type: none"> <li>• Explore simple hinges, wheels and axles.</li> <li>• Use technical vocabulary when appropriate.</li> <li>• Use scissors to cut straight and curved edges and hole punches to punch holes and use other basic tools such as a saw or hammer.</li> <li>• Use a range of adhesives to join material.</li> <li>• Discuss how closely their finished products meet their design criteria.</li> <li>• Develop food vocabulary using taste, smell, texture and feel.</li> <li>• Explore familiar food products e.g. fruit and vegetables and discuss the need for a variety of foods in a healthy diet.</li> <li>• Stir, spread, knead and shape a range of food and ingredients.</li> <li>• Work safely and hygienically.</li> <li>• Measure and weigh food items using non statutory measures e.g. spoons, cups</li> </ul>
Technical Knowledge		

Year 1 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge</b></p>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p><b>Creating with Materials</b></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>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Share their creations, explaining the process they have used</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of healthy food choices</li> <li>•</li> </ul> <p><i>*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms in their products.

### Step by Step Guidance to Support Planning for Design and Technology Progression

1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.	
2.	Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing Design and Technology in KS1.	
3.	Map out where Design and Technology will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to Design and Technology.	
4.	Look at the progression of your subject across school.	Consider: <ul style="list-style-type: none"> <li>• What children cover in Early Years</li> <li>• When Design and Technology topics or skills are revisited later on in school</li> <li>• If the curriculum offer in Early Years provides the appropriate foundations for future learning</li> <li>• What specific skills and knowledge children are learning in Early Years related to Design and Technology</li> <li>• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond</li> </ul>

5.	Map out the skills and knowledge children will achieve throughout their time in Early Years	<ul style="list-style-type: none"> <li>• What skills, knowledge and understanding will children have in Design and Technology by the end: <ul style="list-style-type: none"> <li>○ Autumn term, Spring term and Summer term of Nursery?</li> <li>○ Autumn term, Spring term and Summer term of Reception?</li> </ul> </li> <li>• Is this learning progressively sequenced?</li> <li>• Does this provide the opportunity to integrate new knowledge into larger concepts?</li> <li>• Are links made between new and previous learning?</li> </ul>
6.	Map out the vocabulary associated with Design and Technology children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?	
7.	Monitor the implementation of the long-term plan (set out by following steps 1-6).	<p>Consider:</p> <ul style="list-style-type: none"> <li>• The opportunities children have to apply Design and Technology knowledge and skills and embed understanding through child-initiated learning</li> <li>• The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play</li> <li>• How adults support children to learn and understand specific vocabulary related to Design and Technology</li> </ul>
8.	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"> <li>• Are children able to demonstrate the skills (identified in step 1 and 2)?</li> <li>• Can children use and apply the taught vocabulary?</li> <li>• Are children confident with basic concepts related to Design and Technology by the end of Reception?</li> <li>• Do children enter Year 1 ready for the Design and Technology National Curriculum Programme of Study?</li> </ul>