



FULFEN PRIMARY EYFS CURRICULUM DESIGN

**National
Curriculum
Subject**

Design & Technology

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

<p>EYFS Educational Programme</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 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.</p>
<p>INTENT</p>	<p>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</p> <p>In Early Years we encourage on children’s natural intuition to be creative by:</p> <ul style="list-style-type: none"> • Introducing them to the designed and made world and how things work. • Providing children with a purpose to design, make and evaluate functional products. • Encouraging children to investigate and explore a wide range of materials and tools. • Supporting children to find original solutions using resources in unique ways. • Nurturing children’s confidence to try new things. • Fostering children’s resourcefulness and resilience to enable them to take risks and learn from their mistakes.
<p>Knowledge (What we want children to know)</p>	<p>In Early Years we want the children to know:</p> <p>Design</p> <ul style="list-style-type: none"> • Designs need to be thought about and planned. • Designs can be changed and modified. • The properties and uses of different materials. • What different tools can be used for. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluations can lead to improvements. • The criteria for success.

	<p>Make</p> <ul style="list-style-type: none"> • Materials can be used for joining. • How to join materials together. • Materials can be modified or changed. • Products can move, light up, be structurally sound, and be safe and healthy. • Some objects can move independently, and some can be made to move. • How to make a structure strong and stable. • How to make a structure balance. • Materials can be used for different things and manipulated in different ways. • The possibilities and limitations of different materials. • How different tools can be used.
<p>Skills: (What the children are learning to do)</p>	<p>Children are learning to:</p> <ul style="list-style-type: none"> • Explore and investigate. • Explain and describe. • Design. • Join. • Plan and organise. • Observe and ask questions. • Think critically and solve problems. • Make decisions. • Take pride in my work. • Be creative and innovative. • Be resourceful. • Assemble and disassemble. • Control and manipulate tools.
<p>IMPLEMENTATION</p>	<p>Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year.</p> <p>We use planned themes and unplanned moments that present themselves to encourage children to design, make and evaluate. For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited.</p>

	<p>We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe, for example, through building, cooking, sewing, and making products.</p> <p>We include opportunities for children to assemble and disassemble objects to learn more about how things work. Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes.</p> <p>The environment has three focused areas for promoting and teaching Design Technology. These are the Construction area, Loose parts area (indoors & outside) and Creative area. These areas are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways. These areas include a planning station where children can discuss, record, and evaluate their ideas. We include a visual prompt for children to remind them of the design process: Think, Plan (design), Create (make), Share (evaluate).</p> <p>In the provision, adults promote children’s creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.</p>	
Key Vocabulary	picture, drawing, experiment, change, tools, materials, idea, improve, evaluate, like, dislike, design, plan, make, review, structure, balance, create, join, assemble, deconstruct	
EYFS Topics/themes:	<p style="text-align: center;">Pre-School</p> <p style="text-align: center;">Ourselves Celebrations Happily Ever After People Who Help Us Holidays Plants and Animals Seasons</p>	<p style="text-align: center;">Reception</p> <p style="text-align: center;">Marvellous Me Let’s Celebrate It’s a Wonderful World Once Upon a Time All Creatures Great and Small Holidays Commotion in the Ocean</p>
IMPACT	By the end of Foundation Stage children will be able to:	

	<ul style="list-style-type: none"> • Solve problems. • Control and manipulate different tools. • Design and plan. • Make a structure strong, stable and balance. • Evaluate my work so I can make improvements. • Express my imagination. • Be creative and innovative. • Share and talk about my creations. • Talk about and identify what different materials can be used for. • Join materials together.
<p style="text-align: center;">Early Learning Goals</p>	<p>ELG: Creating with Materials Children at the expected level of development will:</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; • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Find further information on how D&T is taught at Fulfen Primary School on this page: [Design & Technology](#)