

# Design & Technology Progression Framework – EYFS

During the Early Years Foundation Stage, the essential building blocks of children's design and technology capability are established. There are many opportunities for carrying out D&T-related activities across all areas of learning. By the end of the Reception year most children should be able to:

- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary
- Select the tools and techniques they need to shape, assemble and join materials they are using

D&T-related activities in the EYFS should be appropriate to the developmental stage of the children. Activities should look quite different from those carried out in KS1. Effective practice in the EYFS has the following characteristics:

- Designing does not necessarily entail drawing
- Designing can mean using hand gestures, arranging and re-arranging materials and components, talking and listening
- Designing is usually intuitive
- The designing and making process is fluid
- Sometimes practical skills are taught directly
- Children have frequent opportunities to develop practical skills with a range of materials
- Children have frequent opportunities to explore construction kits
- Children have frequent opportunities to explore existing products
- Activities are appropriate to children's prior experience
- Context is sometimes set by teacher, sometimes by the children.

Design and Technology activities in Reception should include:

<b>Reception</b>	
<b>Construction</b>	Learning to construct with a purpose in mind, e.g. using scissors, glue, string and a hole-punch to make a bag to store items collected during a Forest School session.
<b>Structure and Joins</b>	Observing closely and replicating a structure, e.g. following a visit, children make a milking shed, church tower out of small wooden bricks.
<b>Using a Range of Tools</b>	Learning about planning and adapting initial ideas to make them better, e.g. a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape. Children should use a range of tools including scissors, hole punch, stapler, glue spreader, rolling pin, cutter and grater.
<b>Cooking</b>	Beginning to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for a cake and then watching it rise while cooking. Children should practise stirring, mixing, pouring and blending ingredients during cookery activities.
<b>Exploration</b>	Learning about how everyday objects work by dismantling things and looking closely at their component parts, e.g. a child might dismantle a pepper grinder and discover how it is put together and the materials different parts are made from.
<b>Discussion</b>	Opportunities to notice and discuss materials around them e.g. utensils for cooking, tree barks on a walk, soft furnishings in the classroom. Opportunities to discuss reasons that make activities safe or unsafe e.g. hygiene and electrical awareness. Opportunities to discuss appropriate use of senses e.g. when tasting different foods. Opportunities to use the language of designing and making, e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative language - 'longer', 'shorter', 'lighter', 'heavier' and 'stronger'. Children should also learn to record their experiences by, for example, drawing, writing, voice recording or modelling.

