



## Design Technology EYFS to KS1 bridge

Design Technology			
EYFS Curriculum		How this is achieved through our drivers	
EYFS Curriculum		Design Technology Key Stage 1	
<b>Three and Four-Year-Olds</b>	<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> </ul>	<ul style="list-style-type: none"> <li>Access to a range of tools and materials in the continuous provision.</li> <li>Use resources and materials to create cards for different celebrations.</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Access to a range of tools (including one handed equipment), such as scissors, staplers and hole punches.</li> <li>Select resources outdoors to build a den</li> <li>Use scarves to move like different minibeasts</li> </ul>
	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>Explore how food changes when cooking such as, pancakes, porridge and melting chocolate</li> <li>Deconstruct toys and ICT structures to observe how things work</li> </ul>
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different</li> </ul>	<ul style="list-style-type: none"> <li>Create vehicles using outdoor blocks</li> <li>Create rockets using junk modelling Materials</li> <li>Create a small world town for a small world community</li> </ul>

**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, mockups 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.



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		<p>buildings and a park.</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a design for a new chair for Baby Bear and use this to build the product.</li> <li>• Experiment with textures to create a dinosaur swamp</li> <li>• Junk modelling of minibeasts</li> </ul>	<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily opportunities to sit at the table and on the floor during adult led and child initiated activities, modelled by an adult as appropriate</li> <li>• Explore ways of travelling through dance.</li> <li>• Link movements together during gymnastics.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and make a kite on a windy day, looking at the best suited materials.</li> <li>• Evaluate products that have been made and suggest how they could be improved.</li> </ul>	



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			<ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>		
<b>Early Learning Goal</b>	<b>Physical Development</b>	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>• Create pictures of characters from stories.</li> <li>• Access to a range of tools (including one handed equipment), such scissors, staplers and hole punches.</li> <li>• Opportunity to eat use cutlery during cooking activities and lunchtimes, modelled by staff as appropriate.</li> </ul>	
	<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<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>• Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a range of fixing and joining materials such as Sellotape, masking tape, string, pipe cleaners and glue.</li> <li>• Opportunities to evaluate their designs and how they could be improved.</li> <li>• Build a mini beast hotel outside.</li> <li>• Create a house for The Three Little Pigs.</li> </ul>	