

Framfield Design Technology progression of knowledge and skills

Peacocks EYFS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

	PSE	PD	UTW	EAD
3 and 4 year olds	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.	Use large-muscle movements to wave flags and streamers, paint and make marks. <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors 	Explore how things work.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <ul style="list-style-type: none"> • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception		Progress towards a more fluent style of moving, with developing control and grace. <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 		Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

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ELG		Use a range of small tools, including scissors, paintbrushes and cutlery.		<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.
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Autumn Term	Spring Term	Summer term
Good to be me and our wonderful world Free exploration of materials. Making masks	Let it snow and let it grow Designing and making Easter gardens.	Once upon a time and ocean explorers Designing and making aquariums.

In addition to the above adult led activities children have the opportunity to support their child initiated play through the continuous provision which gives children access to a variety of DT resources.

Indoors -

Fine motor – threading picture boards, peg boards, tweezers.

Construction kits: small and large, junk modelling, deconstruction building, Mobilo, Duplo, Lego, wooden blocks, stickle bricks, popoids, nuts and bolts, straws and connectors, marble run, wooden blocks, bricks,

Cutting and joining resources: scissors, hole punches, hammers, nails, glue, sellotape, treasury tags, ribbon, split pins, wool, string, nuts and bolts.

Media: paper, card, bags, cardboard boxes, trays.

Embellishments: sequins, glitter, buttons, threads, pom poms, wool, ribbon, stickers.

Outdoors-

Tyres, den building frames, fabric, crates, pegs, ropes, reels, foam bricks, large wooden blocks.