



Coleshill Church Of England Primary School

Design Technology progression of skills EYFS

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

PRE-SCHOOL

Educational Programme: Design technology

The development of children's design and technological awareness supports their imagination, problem-solving and creativity. It is important that children have regular opportunities to engage in hands-on making and construction, enabling them to explore and experiment with a wide range of tools, materials and techniques. The quality and variety of what children design, build and create is crucial for developing their understanding of how things work, their ability to plan and adapt ideas, and their confidence in using technical vocabulary. Frequent, repeated and deep experiences with cutting, joining, assembling and evaluating are fundamental to their progress in designing, making and reflecting on their creations.

- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other children who are engaged in the same theme

Ongoing opportunities through continuous provision in indoor and outdoor provision to strengthen and practise knowledge and skills:

Building areas for construction

Playdough area

Mud Kitchen

Home Corner Role Play

Small World Imaginative Play

See also strong links with Physical Development, Fine Motor control, where we are seeking opportunities to strengthen finger muscles and practise pencil grip.

Design skills focus: Collage

Texture Study: link to understanding of the world: Investigate different ways of sticking (pva, flour and water, pritt stick). Link to Maths.

- Cutting
- Choosing, arranging, sticking
- Sorting, classifying, matching (by colour, shape)



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Matisse 'The Snail' **Masterpiece:** Create a minibeast in the style of Matisse using collage skills

Design technology skills focus: Sculpture

Form Study: link to skills developed in Dough Disco

- Exploring dough of different consistencies (see Allistair-Bryce Clegg dough recipes), plasticine, clay
- Adding pattern and texture to clay through printing with different shapes/textures
- Exploring 3D shape and form using natural materials
- Exploring Junk Modelling using tape, glue, folding, cutting

Masterpiece: Create a transient art piece applying knowledge of shape, form and pattern in style of Goldsworthy.

Design skills focus: Sculpture

3D construction Study: link to maths

Explore junk modelling using skills practised through the year: cutting, folding, sticking

Masterpiece: Create a model of the child's design applying cutting, sticking, folding skills.



RECEPTION

Educational Programme: Design technology

The development of children’s design and technology skills supports their creativity, problem-solving and understanding of how things work. In Reception, children should have regular opportunities to design, make and evaluate through hands-on experiences with a wide range of tools, materials and techniques. These experiences enable them to explore joining, cutting, folding and assembling, while learning to select appropriate resources for a purpose. The quality and variety of what children create is crucial for developing their ability to plan, adapt and communicate ideas using technical vocabulary. Frequent, repeated and deep engagement with designing and making processes is fundamental to their progress in creating purposeful products and reflecting on their work.

Ongoing opportunities through continuous provision in indoor and outdoor provision to strengthen and practise knowledge and skills:

Building areas for construction
Home Corner Role Play
Outdoor Stage

Playdough area

Mud Kitchen

Small World Imaginative Play

Transient Art

Skill Focus: Textiles

Masterpiece: Make a bookmark for Coleshill Library

Progression of skills:
Develop threading and weaving.
Practise and apply weaving skills to a specific material e.g paper, hessian and wool.
Use threading or sewing to design a product.

Skill Focus: Cooking and Nutrition

Masterpiece: Soup

Progression of skills:
Explore fruit and vegetables and the differences between them.
To explore a seasonal vegetable and describe it using the 5 senses
Design a fruit and vegetable soup recipe
Learn how to use a knife safely
Safely use tools to prepare ingredients
Design food packaging.

Skill Focus: Structures

Masterpiece: Create a boat based upon your own design.

Progression of skills:
Understand what waterproof means and test waterproof materials.
Test and make predictions for which materials float or sink
Compare the uses of boats
Investigate how the shape and structure of boats affects the way they move
Design a boat
Create a boat based upon their design

Skill Focus - Printing:

Masterpiece: printing

Progression of skills:
Create repeating patterns with natural materials
Create monoprint
Recognise that a print can be made from a raised surface



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<p>Pre – school</p> <ul style="list-style-type: none"> • Exploration of Materials: <ul style="list-style-type: none"> ○ Begin to notice different textures, shapes, and properties of materials (wood, fabric, cardboard). ○ Use simple tools safely (spoons, scoops, child-safe scissors). • Joining and Constructing: <ul style="list-style-type: none"> ○ Experiment with joining materials using tape, glue, or stacking. ○ Build simple structures with blocks or recycled materials. • Problem-Solving: <ul style="list-style-type: none"> ○ Try different ways to make things stand up or fit together. ○ Begin to talk about what works and what doesn't. 	<p>Reception</p> <p>Design Thinking:</p> <ul style="list-style-type: none"> ○ Begin to plan what they want to make (draw simple ideas). ○ Choose appropriate materials for a purpose. <ul style="list-style-type: none"> • Tool Use: <ul style="list-style-type: none"> ○ Use scissors confidently, hole punch, child-safe hammers. ○ Learn to join materials more securely (string, split pins). • Evaluation: <ul style="list-style-type: none"> ○ Talk about what they made and how they could improve it. ○ Begin to adapt designs when something doesn't work. <ul style="list-style-type: none"> • Workshop Area: Real tools (under supervision), wood offcuts, nails. • Making Station: Variety of joining materials (glue, tape, fasteners). 	<p>Link to EYFS Framework & National Curriculum Foundations</p> <ul style="list-style-type: none"> • Expressive Arts and Design (Creating with Materials): <ul style="list-style-type: none"> ○ Safely use and explore a variety of materials, tools, and techniques. ○ Share creations and explain processes. • Physical Development (Fine Motor): <ul style="list-style-type: none"> ○ Develop control and coordination when using tools. • Characteristics of Effective Learning: <ul style="list-style-type: none"> ○ Playing and exploring (hands-on, open-ended). ○ Active learning (persistence in making things work). ○ Creating and thinking critically (problem-solving in design).
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<ul style="list-style-type: none">• Construction Area: Large blocks, tubes, crates for building.• Creative Table: Glue sticks, tape, paper, cardboard for free exploration.• Role Play: Real-life objects (pots, utensils) for practical use.	<ul style="list-style-type: none">• Loose Parts Play: Nuts, bolts, tubes for imaginative construction.	
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