Design Technology in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. These areas are Communication and Language, Personal, Social and Emotional Development (PSED), Physical Development, Mathematics, Literacy, Understanding the World and Expressive Art and Design. These seven areas of learning are further divided into Early Learning Goals (ELG's). ELG's are the targets that the children are expected to achieve at the end of their reception year.

The seven areas of learning are divided as follows:

Area of Learning	Early Learning Goals (ELG's)	
Communication and Language	Listening, Attention and Understanding	
	Speaking	
Personal, Social and Emotional Development (PSED)	Self-Regulation	
	Managing Self	
	Building Relationships	
Physical Development	Gross Motor Skills	
	Fine Motor Skills	
Mathematics	Number	
	Numerical Patterns	
Literacy	Reading	Comprehension
		Word Reading
	Writing	
Understanding the World	Past & Present	
	People, Culture and Communities	
	The Natural World	
Expressive Art and Design.	Creating with Materials	
	Being Imaginative and Expressive	

As a subject leader, it is important to note how the different skills taught across the seven areas of learning feed into national curriculum subjects.

These statements from the 2020 Development Matters are prerequisite skills for Design Technology 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 Design Technology.

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

- Physical Development
- Expressive Arts and Design

Design Technology			
Three and Four Year Olds	Personal, Social and Emotional Development		• 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.
	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World		• Explore how things work.
	Expressive Arts and Design		• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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	Physical Development		• Progress towards a more fluent style of moving, with developing control and grace. • 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.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
Early Learning Goal (ELG)	Physical Development	Fine Motor Skills	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	• 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.