

## EYFS Curriculum and Design and Technology

The tables below outline the skills within the EYFS (Early Years Foundation Stage) curriculum that link to Design and Technology within the National Curriculum.

The statements for EYFS, are taken from statutory Early Learning Goals (ELG) and the non-statutory Development Matters.

The Early Learning Goals are an important way of assessing and tracking children's progress at the end of EYFS. These goals are what the child is expected to reach by the end of their Reception year, before moving on to Key Stage 1.

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

1. Personal, Social and Emotional Development
2. Physical Development
3. Expressive Arts and Design
4. Understanding the World

### Early Learning Goals

Physical Development	
Fine motor skills	<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery</li> </ul>
Expressive Arts and Design	
Creating with materials	<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>

### Development Matters

Young Explorers	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials</li> <li>Use their imagination to consider what they can do with different materials</li> </ul>
Nursery	Personal, Social and Emotional Development	<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>
	Physical Development	<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>
	Understanding the World	<ul style="list-style-type: none"> <li>Explore how things work</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>

		<ul style="list-style-type: none"> <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>
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>
	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> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>