

Design and Technology in the Early Years

Design and Technology at Foundation Stage (Reception) is covered in the 'Expressive Arts and Design' area of the EYFS Curriculum, however, some of the skills that children develop are covered in the Gross Motor and Fine Motor Skills Sections of Physical Development, which is a prime area of the curriculum. Design and Technology is introduced through activities that require the children to express themselves in different ways as they learn to experience working with a range of tools and materials.

At St. Augustine's, Design and Technology is carefully planned for in the curriculum, using the Kapow scheme to support. The children at St. Augustine's School work on half-termly Art or Design and Technology topics which allow them to develop skills and knowledge in a more structured way. At St Augustine's, we have used the Kapow scheme of work to plan three key Design and Technology units to be covered during children's time in EYFS. These include:

- Structures (junk modelling)
- Food Technology (creating vegetable soup)
- Textiles (creating bookmarks)

Through these EYFS units, children will have plenty of opportunities to get to know each of these areas, as they explore different materials, processes and outcomes. Adults in the classroom model how to use Design and Technology to aid children in their pursuits and scaffold the learning so that they can reach a deeper level of understanding. Planning, designing, making and developing skills and knowledge are all fundamental parts of our Design and Technology curriculum.

Early Years Design and Technology helps the children develop skills in the prime areas of the Foundation Stage Curriculum such as Communication and Language and Personal, Social and Emotional Development as they discuss ideas and processes and learn to work independently as they self-select materials and tools and also as they learn to cooperate with others on joint projects.

Some of the Design and Technology work that the children become involved in is through them using readily available resources in the indoor and outdoor environments. Children may start working on an area of interest and then adults intervene to develop the children's learning through discussions and relevant enhancements. In this way, the children take ownership of the task while developing the skills and knowledge necessary to move their learning forward.

The development of tool skills is important and children are taught to use several one-handed tools such as scissors, single and double hole punches, tape and tape dispensers, rolling pins, stencils and cutters. These are lifelong skills that prepare the children purposeful tasks at school and at home.

All this work in Reception, helps our children develop their creativity, skills, knowledge and understanding, while developing their vocabulary of design, thus preparing them for their work in Year 1.



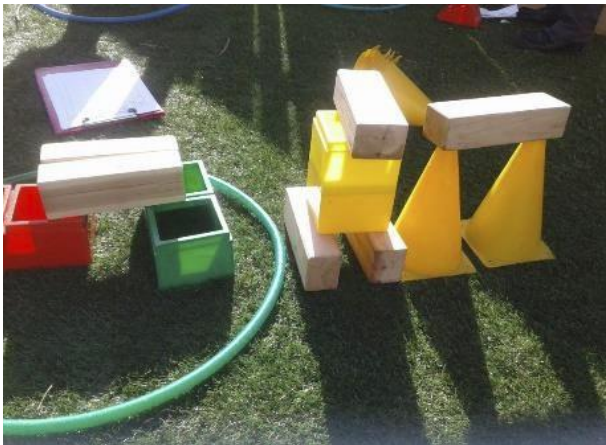
Working collaboratively to design and make a structure, modifying and improving as they work.



A Rescue Crane designed and made by a child as a child-initiated activity.



Learning to use one-handed tools, including scissors, in a focused activity.



Making a 'fast car' construction and describing the design.

