

## Preparing Reception children to transition into the Design Technology Curriculum

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below shows the prerequisite skills taught across Reception that support progression into our design and technology curriculum.

| DT                       |  |  |
|--------------------------|--|--|
| Three and Four-Year-Olds | 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> <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>   |

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| Early Learning Goal | 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<br><i>Creating with Materials</i> | <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> |