

# Bridging Design Technology Curriculum from EYFS to Year 1



EYFS	Design Technology			
	Food	Textiles	Structures	Mechanical and electrical Systems and ICT
	<b>ELG: Managing self</b> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <b>ELG: Fine motor skills</b> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>		<b>ELG: Managing self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <b>ELG: Fine motor skills</b> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <b>ELG: Creating with Materials</b> <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>	
Skills				
Design		Make		Evaluate
<b>ELG: Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <b>ELG: Self-Regulation</b> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>		<b>ELG: Managing self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <b>ELG: Fine motor skills</b> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <b>ELG: Creating with Materials</b> <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>		<b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <b>ELG: Managing self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <b>ELG: Creating with Materials</b> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>

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	Food	Textiles	Structures	Mechanical and electrical Systems and ICT
<b>F1</b>	<ul style="list-style-type: none"> <li>Know and recognise different foods.</li> <li>Know how to explore the taste, smell, texture and feel of a range of foods.</li> <li>Know how to use basic cutlery.</li> <li>Know how to compare different foods in relation to size, length and weight.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to build structures that are tall and strong.</li> <li>Know how to build structures from a range of materials.</li> <li>Know how to join different materials together.</li> </ul>	
<b>F1 Vocab</b>	<ul style="list-style-type: none"> <li>Taste, smell, look, touch, knife, fork, spoon, like, dislike, make</li> </ul>		<ul style="list-style-type: none"> <li>Material, different, make, join, tall, strong</li> </ul>	
<b>F2</b>	<ul style="list-style-type: none"> <li>Know and recognise different foods as either healthy or unhealthy.</li> <li>Know how to cut a range of ingredients.</li> <li>Know how measure food items.</li> <li>Know how to follow simple instructions to make different food.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to build structures that are tall and strong.</li> <li>Know how to build structures from a range of materials following a design brief.</li> <li>Know how to join different materials together.</li> <li>Know how to test the stability of the structure.</li> </ul>	
<b>F2 Vocab</b>	<ul style="list-style-type: none"> <li>Healthy, unhealthy, cut, chop, measure, recipe, good, bad, improve, instructions</li> </ul>		<ul style="list-style-type: none"> <li>Idea, build, cutting, design, scissors, good, bad, improve, stability</li> </ul>	

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Skills			
	Design	Make	Evaluate
<b>F1</b>	<ul style="list-style-type: none"> <li>To make design choices.</li> <li>To talk about their design choices.</li> <li>To be able to set and work towards simple goals.</li> </ul>	<ul style="list-style-type: none"> <li>To use the correct materials.</li> <li>To safely use the correct tools and techniques.</li> <li>To share their creation and talk about the design process they have followed.</li> </ul>	<ul style="list-style-type: none"> <li>To share their creation and talk about the design process they have followed.</li> <li>To evaluate their ideas.</li> </ul>
<b>F1 Vocab</b>	<ul style="list-style-type: none"> <li>Picture, drawing, colours, choose</li> </ul>	<ul style="list-style-type: none"> <li>Materials, make, build, tools, creation, cut, try</li> </ul>	<ul style="list-style-type: none"> <li>Better, worse, like, don't like, next time, change, different</li> </ul>
<b>F2</b>	<ul style="list-style-type: none"> <li>To be able to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>To be able to talk about their own design choices using the correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To select and use the correct materials.</li> <li>To select and safely use the correct tools and techniques.</li> <li>To share their creation and talk about the design process they have followed.</li> </ul>	<ul style="list-style-type: none"> <li>To share their creation and talk about the design process they have followed.</li> <li>To evaluate their ideas and products against design criteria.</li> </ul>
<b>F2 Vocab</b>	<ul style="list-style-type: none"> <li>Design, use, why, ideas, parts</li> </ul>	<ul style="list-style-type: none"> <li>Experiment, change, tools, materials, use, process, steps</li> </ul>	<ul style="list-style-type: none"> <li>Creation, use, idea, improve, difficult, feelings, thoughts</li> </ul>