ST PHILOMENA'S PRIMARY SCHOOL
DESIGN AND TECHNOLOGY MEDIUM TERM PLANNING EYFS
2026 - 2027

EYFS Expressive Arts and Design – Design and Technology
Adult directed tasks are listed below, providing skills and knowledge to do more, remember more and know more. Child initiated learning, supported by staff, is available daily and children have open access to all areas of the EAD curriculum as per Educational Programmes. Skills are taught, supported and developed according to children's personal learning journeys daily during continuous provision.
Plans are subject to change, depending on the needs of children in the class.
Opportunities to develop CAL, PSED, PD and the characteristics of effective learning underpin all learning opportunities. Early Learning Goals point to final assessment point and not our curriculum.
Six sessions are planned for per half term, allowing time and space to adapt to suit the needs of the children, keeping the concept of the unique child and characteristics of effective learning at the forefront.
Subject cultural capital: Pupils are exposed to real art, in person or virtually, at least once per term.

ELG

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.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Gross Motor Skills
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

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AUTUMN TERM 1 EAD: Design and Technology	TOPIC: Who am I?		SKILL FOCUS: Textiles		DESIGN BRIEF: Tooth Fairy Bag that securely contains a tooth	
Design brief: Tooth Fairy Bag that securely contains a tooth						
Cross curricular link: RHE – Dental hygiene						
DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Review existing tooth fairy bags and boxes, expressing preference	Sketch ideas for tooth fairy bag, giving reasons for choices	Cutting material using scissors with one hand	Choose own material and explain choices	Separate and join material using taught techniques	Share their creations, explaining the process they have used.
SKILL PROGRESSION	Use scissors with one hand, taking care and precision Safely use and explore a variety of materials Use a stapler and glue to join materials Identify form and function Share their creations, explaining the process they have used.					
VOCABULARY	Cut, join, staple, material, cotton, felt, fabric, wool, silk, glue					
STICKY KNOWLEDGE QUESTIONS	1. How can we hold scissors safely when cutting? 2. What can we use to join fabric or other materials? 3. How can we make sure a tooth stays inside our bag?					

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AUTUMN TERM 2 **EAD: Design and Technology**	**TOPIC: Festivals and Celebrations**	**SKILL FOCUS: Structures**	**DESIGN BRIEF: Create a manger that can hold baby Jesus**
Design brief: Create a manger that can hold baby Jesus			
Cross curricular link: RE - Christmas			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Discuss and compare existing nativity scenes	Sketch design and explain choices to a peer	Hammer a nail to join two pieces of wood, saw a straight line	Select own materials, giving reason for choices	Create a manger that can hold baby Jesus	Suggest improvements after testing for purpose
SKILL PROGRESSION	Plan by drawing and discussing Handle tools safely and effectively Use a hammer and nails to join two pieces of wood Use a vice to secure a piece of wood Use a saw to cut a straight line					
VOCABULARY	Wood, hammer, nails, saw, vice, sandpaper, file					
STICKY KNOWLEDGE QUESTIONS	1. How can we keep our hands safe when using tools? 2. How can we join two pieces of wood? 3. How can we test whether our manger holds baby Jesus?					

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SPRING TERM 1 **EAD: Design and Technology**	**TOPIC: Animal adventures**	**SKILL FOCUS: Nutrition**	**DESIGN BRIEF: Create vegetable noodles as a healthy, authentic Chinese meal**
Design brief: Create vegetable noodles as a healthy, authentic Chinese meal			
Cross curricular link: Geography - Asia			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Taste a range of vegetables, commenting on preference	Draw a recipe, planning the vegetables to include in Chinese recipe	Practise chopping, peeling and grating	Make decisions about how to prepare chosen vegetables	Use taught techniques to create stir fry noodles	Taste food created by self and others, comparing and stating preferences
SKILL PROGRESSION	Use a knife to safely chop Grate and peel using thick gloves for protection Understand how to stay safe using hot plate Describe a range of healthy foods					
VOCABULARY	Chop, peel, grate, slice, mix, stir					
STICKY KNOWLEDGE QUESTIONS	1. How can we hold a knife safely? 2. What can we do to prepare vegetables for cooking? 3. Why do we need to be careful near a hot plate?					

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SPRING TERM 2 **EAD: Design and Technology**	**TOPIC: In the garden**	**SKILL FOCUS: Mechanisms**	**DESIGN BRIEF: Minibeasts with movable parts**
Design brief: Minibeasts with movable parts			
Cross curricular link: Science - insects			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Explain how their products will work	Use Busy Things ICT to develop ideas and create a template	Learn how to use a split pin to join paper	Make decisions about tools and equipment to create Minibeast	Use split pins to create Minibeast with movable parts	State what they like and dislike about products
SKILL PROGRESSION	Use shapes to draw Use one-handed tools to cut out a template Colour inside lines Use split pins to join paper Understand the fragility of joining paper					
VOCABULARY	Cut, trace, separate, join, fold, glue, paste					
STICKY KNOWLEDGE QUESTIONS	1. What does a split pin help us do? 2. How can we join paper so a part can move? 3. How can we test whether our minibeast moves?					

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SUMMER TERM 1 **EAD: Design and Technology**	**TOPIC: Marvellous machines**	**SKILL FOCUS: Digital world**	**DESIGN BRIEF: Design a vehicle with a seatbelt to transport an egg safely**
Design brief: Design a vehicle with a seatbelt to transport an egg safely			
Cross curricular link: RHE - Safety			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Review existing vehicles, describing and analysing for purpose	Use ICT to generate ideas for own vehicle	Understand how to use tools and techniques to secure an object	Choose own materials and give reasons for choices	Cutting and joining materials with increasing independence	Review how well their seatbelt secured the egg
SKILL PROGRESSION	With support: Log into a simple programme Use the mouse to move the cursor Make decisions involving font, colour and shape Print design and understand it can be collected from the physical printer					
VOCABULARY	Log on, log off, cursor, mouse, tools					
STICKY KNOWLEDGE QUESTIONS	1. How can we use a mouse to make a design? 2. What can we use to join materials together? 3. How can we check whether the seatbelt keeps the egg secure?					

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SUMMER TERM 2 **EAD: Design and Technology**	**TOPIC: Under the sea**	**SKILL FOCUS: Structures**	**DESIGN BRIEF: Create a container that transports 1 litre of water**
Design brief: Create a container that transports 1 litre of water			
Cross curricular link: English - Billy's Bucket			

DEVELOPMENT CYCLE	LESSON 1: DESIGN Understand context, users and purposes. Evaluate existing products.	LESSON 2: DESIGN Generate, develop, model and communicate ideas.	LESSON 3: TECHNICAL KNOWLEDGE Learn skills and techniques.	LESSON 4: MAKE Plan and select tools, equipment and materials; explain choices.	LESSON 5: MAKE Use practical skills and techniques.	LESSON 6: EVALUATE VERBALLY Make judgements about products and ideas against design criteria.
LEARNING EXPERIENCE	Use ICT to research vessels to transport water	Sketch ideas, describing choices	Joining materials using flange and slot techniques	Explain choices for materials based on properties	Cut and join junk modelling materials to reach desired effect	Evaluate usefulness of product and suggest improvements
SKILL PROGRESSION	Describe properties of a range of materials Make choices about how to join materials using taught techniques Use scissors with care and accuracy					
VOCABULARY	Waterproof, plastic, absorbent, material, litre, millilitre					
STICKY KNOWLEDGE QUESTIONS	1. What makes a material suitable for holding water? 2. How can we use a flange or slot to join materials? 3. How can we test whether our container holds water without leaking?					