



Learning in EYFS:

Design Technology

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 aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

DT		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • 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.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	<ul style="list-style-type: none"> • Explore how things work.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.



Reception	Physical Development		<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> 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.

EYFS End Points

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery:	Autumn All About Me and My Family Colours and Patterns	Spring Journeys The Changing World Around Me	Summer Amazing Animals Once Upon a Time
Reception:	Autumn All About Me and My Wonderful Body Tales From Long Ago	Spring People Who Help Us The World Around Me	Summer Amazing Animals Water
Physical Development		Expressive Art and Design	
<p>Children can pick up and use a variety of pens, pencils, crayons and paint brushes.</p> <p>Children can use a pincer grip when picking up smaller objects.</p> <p>Children can use pencils to draw.</p> <p>Children can use tweezers to pick up small objects.</p> <p>Children can use scissors without support of an adult.</p> <p>Children have a hand preference.</p>		<p>Children can use scissors, tape dispenser, stapler, glue stick, etc.</p> <p>Children know how to join materials with glue and sticky tape.</p> <p>Children experiment with different ways to build, construct and join materials.</p> <p>Children know the best ways to join paper together – glue, staples, tape...</p> <p>Children enjoy playing with, and using, a variety of materials and fabric.</p> <p>Children experiment and build with a range of construction materials.</p> <p>Children talk about ideas.</p> <p>Children choose resources and tools with a purpose in mind.</p>	



Children use a tripod grip when writing, drawing and painting.

Children show accuracy and care when drawing and painting pictures.

Children use techniques with a purpose in mind.
 Children make models with different construction materials.
 Children talk about how to change their models to make them stronger. They can describe how to make it sturdier.
 Children are developing their accuracy when drawing.
 Children know some techniques and steps involved in food preparation.
 Children can use utensils to chop fruit.
 Children can use tools and equipment linked to food preparation.
 Children can discuss taste and texture of fruits.
 Children find out about the properties and functions of different materials.
 Children talk about what they like and dislike about their models/constructions.
 Children can create their own designs by using a range of different materials.
 Children can create artwork which use different textures.
 Children can evaluate their own work.
 Children can improve their own work.
 Children can evaluate work by other children.
 Children can discuss their work with an adult.
 Children can use a variety of materials to construct sculptures and props for play.
 Children confidently use new vocabulary in their play.
 Children can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).
 Children can work directly from observation and imagination.
 Children can choose their own resources and tools.
Children show and demonstrate individual preferences for their designs.
 Children can use templates to help them with their designs.

DT Skills

Cooking and Nutrition	Design: Developing, Planning and Communicating Ideas	Make	Evaluate	Technical Knowledge
Link to PSED: Children understand why they need a healthy, balanced diet.	Children experiment and build with a range of construction materials.	Children can use scissors, tape dispenser, stapler, glue stick, etc.	Children talk about what they like and dislike about their models/constructions.	Children know how to join materials with glue and sticky tape.
Children can use utensils to chop fruit.	Children can use a pincer grip when picking up smaller objects.	Children enjoy playing with, and using, a variety of materials and fabric.	Children say what they think about their constructions and why. They offer suggestions for how to improve them.	Children know the best ways to join paper together – glue, staples, tape...
Children know some techniques and steps involved in food preparation.	Children can use pencils to draw.	Children can use a variety of pens, pencils, crayons and paint brushes.		Children talk about how to change their models to make them stronger. They can describe how to make it sturdier.
Children can name different fruits and vegetables.	Children choose resources and tools with a purpose in mind.	Children make models with different construction materials.		
Children can discuss taste and texture of	Children find out about			



<p>fruits.</p> <p>Children can use tools and equipment linked to food preparation.</p>	<p>the properties and functions of different materials.</p> <p>Children use techniques with a purpose in mind.</p> <p>Children use pens, pencils and crayons using a tripod grip.</p> <p>Children show and demonstrate individual preferences for their designs.</p> <p>Children can use templates to help them with their designs.</p>	<p>Children experiment with different ways to build, construct and join materials.</p> <p>Children can make structures from card, tape and glue.</p> <p>Children show accuracy and care when drawing and painting pictures.</p>		
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Assessment

Can children discuss what they want to make?

Can children work independently, choosing their own materials and tools?

Can children reflect on their product, talking about any issues they encountered and how these were overcome?

Vocabulary

Recycled, paper, cardboard, plastic, foil, polystyrene, natural, man-made, waterproof, construct, build, assemble, join, plan, design, structure, thick, thin, hard, strong, twist, turn, through, on, in, underneath, next to, on top, model, screwing, building, balancing, threading, slotting, tall, taller, tallest, big, small, smaller, smallest, cook, bake, weigh, mix, roll, cut, whisk, mash, sieve, peel, chop, spread, names of fruits and vegetables, nutrition, healthy, unhealthy

- Continuous Provision** – available throughout the day for both focussed and self-chosen learning
- Construction materials including resources that allow children to explore, pull apart, build connect, assemble and dis-assemble.
 - Interesting objects that the children can observe and find out how they work
 - Junk materials to build and construct models
 - Ways of joining – tape, glue, staples, string, split pins, clips, paperclips, pipe cleaners
 - Range of tools – scissors, food preparation tools, peeler, grater, rolling pin, safety scissors, safety knives, clay tools, playdoh tools, hole punch
 - Construction with purpose in mind – create something which links to the learning/topic
 - Paper and pencils/pens/crayons for making designs before constructing
 - Paper and pencils/pens/crayons for drawing a simple picture of their model. Sticky notes for labels

Areas of Continuous Provision

Indoors

Construction Area – different tools will be provided throughout the year to ensure coverage of the different skills

Creative – junk modelling, resources added throughout the year when children demonstrate they are ready to extend learning

Malleable/Playdoh – using tools and equipment linked to food preparation, explore different textures e.g. pasta, rice, Gelli Baff, slime, clay

Small World – constructing model houses/farms, shelters for animals

Mark Making/Writing – writing materials to plan construction including: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper, floor plans

Reading – non-fiction texts about construction, photograph books, unusual buildings (pictures and books)

Sand – wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?'



Outdoors

Large Construction – large boxes/trays, tarpaulin, clips, baskets, wooden planks, wooden poles, wooden blocks, plastic blocks, plastic sheeting and mesh. Link to current learning/topic.

Role Play – building/construction site, decorator workshop, garage, DIY centre.

Water – drainpipes, tubes, plastic bottles, pipettes, funnels_

Mud Kitchen – role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, pestle and mortar, grater, peeler, masher). Add other sensory resources (e.g. soap, cornflour). Provide pictures of different 'drinks' and 'food' children can make. Follow instructions for different recipes.

Outdoor/Woodland – natural materials to be provided: leaves, sticks, logs, pebbles, stones

Key Questions – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.

<u>Describe</u>	<u>Why?</u>	<u>I Wonder</u>
What is it like?	Why do you think the artist made it?	<i>What could we do next?</i>
What can you see in the creation?	Why do you like/not like it?	I wonder if...?
What are the most common colours used?	Why has the artist made it this way?	What if...?
How does the artwork make you feel?	Why have they joined pieces in that way?	What will happen if we...?
Who created it?	Why have they chosen those colours?	How can you make...?
How has it been made?	Why have they chosen those materials/objects/resources?	How can you show...?
What materials have been used?		How could we find out if...?
		Can you find another way that will...?
		Can you think of another way...?
		How could we improve...?
		Can you create/invent/design...?