What does Design and Technology look like in the Early Years in St Mary's C.P. School?

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

Development Matters	
3- and 4-year olds will be learning to:	<u>Personal, Social and Emotional Development</u> • 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. <u>Physical Development</u> • 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. <u>Understanding the World</u> • Explore how things work. <u>Expressive Arts and Design</u> • 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.
Children in Reception will be learning to:	<u>Physical Development</u> • 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. <u>Expressive Arts and Design</u> • 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	<u>Physical Development</u> • Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery. <u>Expressive Arts and Design</u> 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.

What does Design and Technology look like in the Early Years, including Indoor and Outdoor provision?

What you might see the children doing	What you might see the staff doing
• 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, 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. • Join different materials and explore different textures. • Explore colour and colour mixing. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	• Offer pinecones in the home corner for children to pour into pans and stir like pasta. • Provide lots of flexible and open-ended resources for children's imaginative play. • Notice children who are not taking part in pretend play, and help them to join in. • Offer opportunities to explore scale. E.g.long strips of wallpaper, child size boxes, different surfaces to work on e.g., paving, floor, table top or easel. • Listen and understand what children want to create before offering suggestions. • Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. E.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. • Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meaning's children give to their drawings and models. Talk together about these meanings. • Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: "How does blue become green?" • Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

	• Provide opportunities to work together to develop and realise creative ideas. • Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. • Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.