

Learning in EYFS:

What Design Technology Subject Leaders Need to Know

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:

- Expressive Arts and Design
- Physical Development

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.

History		
Nursery	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.
	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.
Reception	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.
	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.
ELG	Expressive Arts and Design	<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.
	Physical Development	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design Rationale

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

Autumn Expressive Arts and Design

Nursery possible lines of enquiry: Cooking and Nutrition <ul style="list-style-type: none"> To explore using our senses. To help to mix, roll and cut out a dough. To design a gingerbread man. 	Reception possible lines of enquiry: Cooking and Nutrition. <ul style="list-style-type: none"> To explore fruits and vegetables and the difference between them. To explore using our senses. To design a soup recipe. To safely use tools to prepare ingredients.
Possible Resources: <ul style="list-style-type: none"> 'The Gingerbread Man' story 	Possible resources: <ul style="list-style-type: none"> Kapow Unit: Cooking and Nutrition- Pumpkin Soup Book- Pumpkin Soup

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.

DT Skills

Design <ul style="list-style-type: none"> Designing a recipe as a class. Designing decoration for food. 	Make <ul style="list-style-type: none"> Using a knife to chop plasticine safely. Chopping fruit and vegetables with support. Using a rolling pin Using a spoon to mix. Using a cutter to cut out a shape. 	Evaluate <ul style="list-style-type: none"> Tasting food and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Choosing their favourite packaging design and explaining why. 	Technical Knowledge <ul style="list-style-type: none"> To know that ingredients are mixed together to create gingerbread dough (Nursery). To understand that an oven bakes the gingerbread (Nursery) To know that soup is ingredients (usually vegetables and liquid) blended together. (Reception). To know that vegetables are grown and that different vegetables taste different. To recognise and name some common vegetables. To know that eating vegetables is good for us.
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Spring Expressive Arts and Design

Nursery possible lines of enquiry: Junk Modelling <ul style="list-style-type: none"> To explore and investigate the tools and materials in the junk modelling area. To investigate cutting different materials. To verbally plan and create a junk model To share a finished model and talk about the process in its creation. To explore different ways to temporarily join materials together. 	Reception possible lines of enquiry: Boats <ul style="list-style-type: none"> To understand what waterproof is and test whether materials are waterproof. To make predictions about whether materials will float or sink. To investigate how the shape and structure of boats affects the way they move. To design and create a boat.
Possible Resources: <ul style="list-style-type: none"> Kapow Unit- Junk Modelling 'Not a Box'- book 	Possible resources: <ul style="list-style-type: none"> Kapow Unit- Boats

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DT Skills

Design <ul style="list-style-type: none"> • Making verbal plans and material choices. • Design and developing a model. • Use knowledge from exploration to inform design 	Make <ul style="list-style-type: none"> • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Consider material choices (waterproof) • Describing their model, and how they intend to put it together. 	Evaluate <ul style="list-style-type: none"> • Make predictions about and evaluate different materials. • Giving a verbal evaluation of their own and others' models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model. 	Technical Knowledge <ul style="list-style-type: none"> • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their model. • To know that 'waterproof' materials are those that do not absorb water (Reception).
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Summer Expressive Arts and Design

Nursery possible lines of enquiry: <ul style="list-style-type: none"> • To develop a design for their sock. • To develop scissor skills. • To attach a variety of materials to fabric. 	Reception possible lines of enquiry: Textiles <ul style="list-style-type: none"> • To develop threading and weaving skills. • To practise and apply weaving skills. • To use threading or weaving to design a product • To reflect on how they have achieved their aims.
Possible Resources: <ul style="list-style-type: none"> • 'I'm not an old sock' book 	Possible Resources <ul style="list-style-type: none"> • Kapow Textiles unit- changed to Rainbow Fish theme.

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DT Skills

Design <ul style="list-style-type: none"> • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a textile. • Choosing from available materials. 	Make <ul style="list-style-type: none"> • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. 	Evaluate <ul style="list-style-type: none"> • Reflecting on a finished product and comparing to their design. 	Technical Knowledge <ul style="list-style-type: none"> • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object.
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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?

Areas of Continuous Provision Examples

Indoors

Construction Area - creating structures with different construction materials.

Creative - junk modelling freely available.

Music - creating DT in response to music and instruments.

Malleable/Playdoh - creating sculptures using playdough. Making 'food' and 'recipes' with the playdough.

Role Play- Making recipes and food in the home corner. Discussing ingredients.

Water/ sand- investigating and testing boats- do they float?

Mark Making/Writing - Creating drawings and plans for models.

Reading - range of fiction and non-fiction books about DT skills and concepts.

Texture Kitchen- Range of recipes.

Snack time- discussions re fruit and healthy eating.

Vocabulary

Design, make, evaluate, cut stick join pattern recipe make, attach dismantle design support strengthen model fold bend attach assemble template plan investigate