Learning in EYFS
Design and Technology

In planning and guiding what children learn, practitioners will 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		• 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		• 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		• Explore how things work.
	Expressive Arts and Design		• 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		• 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		• 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	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	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.

Autumn

Physical Development

- Children can pick up and use a variety of pens, pencils, crayons and paint brushes.
- Children are beginning to use pens, pencils and crayons using a tripod grip.
- Children can use a pincer grip when picking up smaller objects.
- Children mostly show a hand preference.
- Children can use pencils to draw.

Expressive Art and Design

- Children, with support, can use scissors, tape dispenser, glue stick, etc.
- Children know how to join materials with glue and sticky tape.
- Children enjoy playing with, and using, a variety of materials and fabric.
- Children experiment and build with a range of construction materials.
- Children talk about ideas.
- Children choose resources and tools with a purpose in mind.
- Children make models with different construction materials.
- Children talk about what they like or dislike about their models.

DT Skills

Cooking and Nutrition

- Link to PSED: Children understand why they need a healthy, balanced diet.

Design: Developing, Planning and Communicating Ideas

- Children experiment and build with a range of construction materials.
- Children are beginning to use pens, pencils and crayons using a tripod grip.
- Children can use a pincer grip when picking up smaller objects.
- Children mostly show a hand preference.
- Children can use pencils to draw.
- Children talk about ideas.
- Children choose resources and tools with a purpose in mind.

Make

- Children, with support, can use scissors, tape dispenser, stapler, glue stick, etc.
- Children enjoy playing with, and using, a variety of materials and fabric.
- Children can pick up and use a variety of pens, pencils, crayons and paint brushes.
- Children make models with different construction materials.

Evaluate

- Children talk about what they like about their models.

Technical Knowledge

- Children know how to join materials with glue and sticky tape.

Spring

Physical Development

- Children using pens, pencils and crayons using a tripod grip.
- Children can use tweezers to pick up small objects.
- Children can use scissors without the support of an adult.
- Children have a hand preference.

Expressive Art and Design

- 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 find out about the properties and functions of different materials.
- Children use techniques with a purpose in mind.
- Children experiment with different ways to build, construct and join materials.
- Children talk about what they like and dislike about their models/constructions.
- Children know the best ways to join paper together – glue, staples, tape
- Children can name different fruits and vegetables.
- Children can discuss taste and texture of fruits.
- Children talk about how to change their models to make them stronger. They can describe how to make it sturdier.
- Children can use tools and equipment linked to food preparation.
- Children can talk about how they created their model and its purpose.

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 can use utensils to chop fruit. • Children know some techniques and steps involved in food preparation.	• Children find out about the properties and functions of different materials. • Children use techniques with a purpose in mind. • Children using pens, pencils and crayons using a tripod grip.	• Children experiment with different ways to build, construct and join materials. • Children can use tweezers to pick up small objects. • Children can use scissors without the support of an adult. • Children have a hand preference.	• Children talk about what they like and dislike about their models/constructions.	• Children know the best ways to join paper together – glue, staples, tape…

Summer

Physical Development	Expressive Art and Design
• Children use a tripod grip when writing, drawing and painting. • Children show accuracy and care when drawing and painting pictures.	• Children can create their own designs by using a range of different materials. • Children can create artwork which use different textures. • Children can use a variety of joining techniques in their designs. • 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 make their own props to use in their role play. • Children can use different materials and fabrics to collage. • 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. • Children can make structures from card, tape and glue. • Children can follow instructions to cut out and assemble a structure. • Children say what they think about their constructions and why. They offer suggestions for how to improve them.

DT Skills

Cooking and Nutrition	Design: Developing, Planning and Communicating Ideas	Make	Evaluate	Technical Knowledge
• Children can name different fruits and vegetables. • Children can discuss taste and texture of fruits. • Children can use tools and equipment linked to food preparation.	• Children show and demonstrate individual preferences for their designs. • Children can use templates to help them with their designs.	• Children can make structures from card, tape and glue. • Children can follow instructions to cut out and assemble a structure. • Children use a tripod grip when writing, drawing and painting. • Children show accuracy and care when drawing and painting pictures.	• Children say what they think about their constructions and why. They offer suggestions for how to improve them.	• Children talk about how to change their models to make them stronger. They can describe how to make it sturdier.

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
- Choose materials based on their properties
- 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
- Construct 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
- Discussions with the children about how they made their model, what they used and how they would improve it next time
- Make a large scale model collaboratively

Areas of Continuous Provision
Indoors

- Construction Area – different tools will be provided throughout the year to ensure coverage of the different skills
- Woodwork Area- using hammer, drill, screwdriver, saw
- Creative – junk modelling, resources added throughout the year when children demonstrate they are ready to extend learning
- Role Play – toy factory/workshop
- Malleable/Playdoh – using tools and equipment linked to food preparation, explore different textures
- 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 of local buildings, unusual buildings (pictures and books)
- Sand – wet sand as 'cement' for constructing different structures with blocks,
- Water/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)

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
- 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.

Describe	Why?	I Wonder
What is it like?	Why do you think the artist made it?	*What could we do* next?
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…?