

Learning in EYFS:
What DT 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:

- 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 (Not on track – below ARE)	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.

On track – meeting ARE	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.
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Ribblesdale Federation 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.

Autumn
Journey in to your Imagination

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 are beginning to use pens, pencils and crayons using a tripod grip.</p> <p>Children can use a pincer grip when picking up smaller objects.</p> <p>Children mostly show a hand preference.</p> <p>Children can use pencils to draw.</p>	<p>Children, with support, 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 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> <p>Children make models with different construction materials.</p> <p>Children talk about what they like about their models.</p>

DT Skills

Cooking and Nutrition	Design: Developing, Planning and Communicating Ideas	Make	Evaluate	Technical Knowledge
<p>Link to PSED: Children understand why they need a healthy, balanced diet.</p>	<p>Children experiment and build with a range of construction materials.</p> <p>Children are beginning to use pens, pencils and crayons using a tripod grip.</p> <p>Children can use a pincer grip when picking up smaller objects.</p> <p>Children mostly show a hand preference.</p> <p>Children can use pencils to draw.</p> <p>Children talk about ideas.</p> <p>Children choose resources and tools with a purpose in mind.</p>	<p>Children, with support, can use scissors, tape dispenser, stapler, glue stick, etc.</p> <p>Children enjoy playing with, and using, a variety of materials and fabric.</p> <p>Children can pick up and use a variety of pens, pencils, crayons and paint brushes.</p> <p>Children make models with different construction materials.</p>	<p>Children talk about what they like about their models.</p>	<p>Children know how to join materials with glue and sticky tape.</p>

Spring
Farm to fork

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

DT Skills

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**Summer
Sun, sea and sand**

Physical Development	Expressive Art and Design
<p>Children use a tripod grip when writing, drawing and painting.</p> <p>Children show accuracy and care when drawing and painting pictures.</p>	<p>Children can create their own designs by using a range of different materials.</p> <p>Children can create artwork which use different textures.</p> <p>Children can use a variety of joining techniques in their designs.</p> <p>Children can evaluate their own work.</p> <p>Children can improve their own work.</p> <p>Children can evaluate work by other children.</p> <p>Children can discuss their work with an adult.</p> <p>Children make their own props to use in their role play.</p> <p>Children can use different materials and fabrics to collage.</p> <p>Children can use a variety of materials to construct sculptures and props for play.</p> <p>Children confidently use new vocabulary in their play.</p> <p>Children can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p>

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.

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.

DT Skills

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

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
- 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

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 e.g. pasta, rice, Gelli Baff, slime, clay

Snack – rolling snack: children choose their own food, prepare it and then wash up at the end

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?’

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).

Add other sensory resources (e.g. soap, cornflour). Provide pictures of different ‘drinks’ and ‘food’ children can make. Follow instructions for different recipes.

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.

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