

D&T in EYFS

In the Early Years Foundation Stage, design and technology forms part of the learning children acquire under the 'Knowledge and Understanding of the World' branch of the Foundation Stage curriculum.

We will provide a variety of materials and Foundation Stage resources to stimulate the children's curiosity. Children will learn through first-hand experiences. They will be encouraged to explore, observe, solve problems, think critically, make decisions and to talk about why they have made their decisions.

Here are some of the typical learning experiences our children will have:

Constructing: Learning to construct with a purpose in mind.

Structure and joins: Following a visit to their local high street, some children might make a Post Office.

Using a range of tools: Through this, our children will learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape.

Cooking techniques: Some children take turns stirring the mixture for a cake and then watch with fascination as it rises while cooking. They will practise stirring, mixing, pouring and blending ingredients during cookery activities.

Exploration: Children will dismantle things and learn about how everyday objects work, or explore how things work e.g. looking at a working water mill.

Discussion: Children will be given opportunities to discuss reasons that make activities safe or unsafe, for example hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings. They will also learn to record their experiences by, for example, drawing or writing about their model.

D&T is taught through the Specific Area, **Expressive Arts and Design**, and is made up of 2 aspects, **Exploring using Media and Materials** and **Being Imaginative**. It also is included in **Understanding the World: The World**.

Below are the statements for Specific Area of the EYFS curriculum, **Exploring using Media and Materials**. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their design skills.

30-50 months

- Enjoys joining in with dancing and ring games. ^[L]_[SEP]
- Sings a few familiar songs. ^[L]_[SEP]
- Beginning to move rhythmically. ^[L]_[SEP]
- Imitates movement in response to music. ^[L]_[SEP]
- Taps out simple repeated rhythms. ^[L]_[SEP]
- Explores and learns how sounds can be changed. ^[L]_[SEP]
- Explores colour and how colours can be changed. ^[L]_[SEP]
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. ^[L]_[SEP]
- Beginning to be interested in and describe the texture of things. ^[L]_[SEP]
- Uses various construction materials. ^[L]_[SEP]

- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. [L] [SEP]
- Joins construction pieces together to build and balance. [L] [SEP]
- Realises tools can be used for a purpose. [L] [SEP]

40-60 months

- Begins to build a repertoire of songs and dances. [L] [SEP]
- Explores the different sounds of instruments. [L] [SEP]
- Explores what happens when they mix colours. [L] [SEP]
- Experiments to create different textures. [L] [SEP]
- Understands that different media can be combined to create new effects. [L] [SEP]
- Manipulates materials to achieve a planned effect. [L] [SEP]
- Constructs with a purpose in mind, using a variety of resources. [L] [SEP]
- Uses simple tools and techniques competently and appropriately. [L] [SEP]
- Selects appropriate resources and adapts work where necessary. [L] [SEP]
- Selects tools and techniques needed to shape, assemble and join materials they are using. [L] [SEP]

Early Learning Goal

- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [L] [SEP]

Exceeding

- Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Below are the statements for Specific Area of the EYFS curriculum, **Being Imaginative**. Through carefully planned activities, chosen by us, and activities based around the interests of the children they will develop their design skills.

30-50 months

- Developing preferences for forms of expression. [L] [SEP]
- Uses movement to express feelings. [L] [SEP]
- Creates movement in response to music. [L] [SEP]
- Sings to self and makes up simple songs. [L] [SEP]
- Makes up rhythms. [L] [SEP]
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. [L] [SEP]
- Engages in imaginative role-play based on own first-hand experiences. [L] [SEP]
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. [L] [SEP]
- Uses available resources to create props to support role-play. [L] [SEP]
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. [L] [SEP]

40-60 months

- Create simple representations of events, people and objects. [L] [SEP]
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. [L] [SEP]
- Chooses particular colours to use for a purpose. [L] [SEP]

- Introduces a storyline or narrative into their play. [SEP]
- Plays alongside other children who are engaged in the same theme. [SEP]
- Plays cooperatively as part of a group to develop and act out a narrative. [SEP]

Early Learning Goal

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. [SEP]

Exceeding

- Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Below are the statements for Specific Area of the EYFS curriculum, **The World**. Through carefully planned activities, chosen by us, and activities based around the interests of the children they will develop their design skills.

30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. [SEP]
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. [SEP]
- Talks about why things happen and how things work. [SEP]
- Developing an understanding of growth, decay and changes over time. [SEP]
- Shows care and concern for living things and the environment. [SEP]

40-60 months

- Looks closely at similarities, differences, patterns and change.

Early Learning Goal

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. [SEP]

Exceeding

- Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Reception ~ Year Overview

Below are our topics for the year and the probable objectives covered in each topic, alongside these already decided topics the children choose activities that interest them.

We also have many ongoing activities, which develop the children's design skills independently e.g access to the Creative Area, access to scissors, glue, pens, crayons, pencils, chalk, junk modelling and different types and coloured paper. Block play area and numerous construction resources for the children create, design and build.

Autumn 1

Myself and my family

(Being Imaginative 30-50 ~ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Being Imaginative 40-60 ~ Create simple representations of events, people and objects.

EUM&M 30-50 ~ Beginning to be interested in and describe the texture of things. [L] [SEP]

Uses various construction materials.

EUM&M 40-60 ~ Most statements)

Minibeasts

Autumn 2

PWP We're Going on a Bear Hunt

Visit Riverside Organics farm

NF Recount of our trip to Riverside Farm

Bears and Christmas/Teddy Bear Week

(EUM&M 30-50 ~ Realises tools can be used for a purpose. [L] [SEP] EUM&M 40-60 ~ Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. [L] [SEP] selects tools and techniques needed to shape, assemble and join materials they are using.

BI 40-60 ~ Create simple representations of events, people and objects.)

Spring 1

PWP Little Red Hen

Visit Bunbury Mill

(EUM&M 40-60 ~ Understands that different media can be combined to create new effects. [L] [SEP]

Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately.

The World 30-50 ~ Talks about why things happen and how things work.

The World 40-60 ~ Looks closely at similarities, differences, patterns and change.)

NF How to make bread

(EUM&M 40-60 ~ Uses simple tools and techniques competently and appropriately.

The World 40-60 ~ Looks closely at similarities, differences, patterns and change.)

People who help us visit from lollipop lady, nurse, doctor, dentist, and librarian

(EUM&M 30-50 ~ Uses various construction materials. ^{1.1}_{SEP} Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ^{1.1}_{SEP} Joins construction pieces together to build and balance. ^{1.1}_{SEP} Realises tools can be used for a purpose.

EUM&M 40-60 ~ Manipulates materials to achieve a planned effect.

The World 30-50 ~ Talks about why things happen and how things work.)

Superhero Week

(Designing their own superhero - superpowers, clothes, house etc will bring in most of EUM&M and some BI statements.)

Spring 2

PWP The Very Hungry Caterpillar

(EUM&M 40-60 ~ Explores what happens when they mix colours.)

Visit Tesco

(EUM&M 30-50 ~ Uses various construction materials. ^{1.1}_{SEP} Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ^{1.1}_{SEP} Joins construction pieces together to build and balance. ^{1.1}_{SEP}

EUM&M 40-60 ~ Manipulates materials to achieve a planned effect.)

NF Shopping list

Growth and Life Cycles

Dinosaur Week

(Designing their own dinosaur and habitat will bring in most of EUM&M and some BI statements.)

Summer 1

PWP Dear Zoo

(EUM&M 30-50 ~ Uses various construction materials. ^{1.1}_{SEP} Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ^{1.1}_{SEP} Joins construction pieces together to build and balance. ^{1.1}_{SEP}

EUM&M 40-60 ~ Manipulates materials to achieve a planned effect.)

Visit Chester Zoo

NF Recount of our trip to Zoo

Animals

(EUM&M 30-50 ~ Realises tools can be used for a purpose. ^{1.1}_{SEP} EUM&M 40-60 ~ Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. ^{1.1}_{SEP} Selects tools and techniques needed to shape, assemble and join materials they are using.

BI 40-60 ~ Create simple representations of events, people and objects.)

Enhancement Week (children to choose)

Summer 2

PWP At the End of the Rainbow

Visit Llandudno, walk to Moss Farm park

(EUM&M 30-50 ~ Uses various construction materials. ^{1.1}Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ^{1.2}Joins construction pieces together to build and balance. ^{1.3}Realises tools can be used for a purpose.

EUM&M 40-60 ~ Manipulates materials to achieve a planned effect.

The World 30-50 ~ Talks about why things happen and how things work.)

NF Our Class Trip to the Beach

Weather/Pirate Week/Beach environment