

Learning and Teaching in the EYFS - What Design Technology Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School, we want our children to explore, design and make. As an explorer we will learn how structures are made. We will inspire enquiring minds to ask questions and create an ethos of finding out answers to questions and create an environment of curiosity and wonder.

EYFS Intent: Children in the Early Years Foundation Stage will be given the opportunity to explore the materials around them through continuous and enhanced provision and quality first teaching. They will be able to explore, design and create using a variety of materials such as wooden blocks, lego, duplo, mega blocks, card, paper, glue, tape etc. We want our children to explore, design and make with a variety of resources. We will learn how structures are made. We will inspire enquiring minds to ask questions and create an ethos of finding to answer questions and create an environment of curiosity and wonder.

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 art 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 Birth to Three, 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 and Expressive Arts and Design

Design and Technology Skills Progression Map			
EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Birth to Three Year Olds	Physical Development- Moving and handling - Fine motor skills	- Build independently with a range of appropriate resources. - Develop manipulation and control. - Explore different materials and tools.	Children will be provided materials to create large motor movements and smaller movements to help develop the skills required later on in school.
Nursery 	Expressive Arts and Design	- Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas. - Start to make marks intentionally. - Explore brushes and other tools.	They will be provided with malleable materials such as playdough to explore and given a range of tools that involve pressing, rolling and moulding. They will begin their skills of building through creating towers. They will begin to learn about food and nutrition through exploration of food, shared snack time, decorating biscuits and making fruit ice lollies, and thinking about ingredients. I am beginning to master practical skills through food and construction and make constructions. Children will be using/developing a fist grip or palmar supinate grip when using mark making tools like chalks, chunky crayons.

Design and Technology Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Three to Four Year Olds Nursery 	Physical Development Moving and handling - Fine motor skills	Moving and handling - Fine motor skills • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Match their developing physical skills to tasks and activities in the setting, e.g. when using construction sets and small world sets.	Children will be given the opportunity to choose unusual or interesting materials and resources to enable them to explore colour, texture and space. They will begin to be taught the skills required to use a variety of tools such as scissors for cutting/making snips or plastic knives for cutting fruit. They will begin to introduce the vocabulary of squeezing, rolling, patting through exploration.
	Expressive Arts and Design: Exploring and using media and materials	• 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. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Children will be given the opportunity to explore threading, manipulating materials, using tools, learning joining and fastening techniques; whilst discussing appropriate safety measures when using these. I am beginning to master practical skills through food, design and construction and make structures using a range of construction materials.
	Understanding of the World: The Natural World	• Explore how things work.	I can experiment with creating models using different materials, talking about what they are going to make before or during the process
	Personal, Social and Emotional Development: Self-Regulation	• 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.)	

Design and Technology Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Reception 	Physical Development: Fine motor skills	Fine Motor Skills: • Develop their small motor skills so that they can use 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 whilst engaging in an activity.	Children will be given the opportunity to construct a variety of different products safely using different tools and media. They will be given the opportunity to share their ideas and explain adaptations to work where necessary. Children will use a mixture of natural and man-made materials to explore and create new structures like houses, bridges, trucks, cars.
	Expressive Arts and Design: Exploring and using media and materials	• 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.	They will continue to be taught and develop their skills of using scissors for cutting and other tools through continuous provision and quality first teaching by using a range of manipulative materials. They will develop their skills of building and explore structures and construct using bridging and balancing techniques. They will create a healthy snack for a loved one, practising their cutting and food preparation skills, whilst thinking about the intent of their design. The children are thinking about the intent of their design, talking it through as they are building or creating. They will design for a purpose such as building a bridge for the three billy goats to cross, designing a waterproof suit for a diver, designing a moon buggy with big wheels that can move along the uneven surface of the moon etc. Children will be evaluating which is the best material to use.
EYFS Stage	Areas of Learning		Development Matters
Early Learning Goals 	Physical Development	Fine Motor Skills:	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Art 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. • Make use of props and materials when role playing characters in narratives and stories. <i>I am beginning to master practical skills through food, mechanics and constructions. I am beginning to use design to make and evaluate.</i>

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things

