

Learning in EYFS:

What Design & Technology looks like at St. Bridget's

Expressive arts and design educational programme

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.

Our curriculum is planned to include the following throughout the year to give the children as many opportunities as possible for children to develop their love of DT and revise, revisit and practise skills taught over and over:

Throughout their time in EYFS the children have endless opportunities to **design, make, evaluate and explore food and nutrition**. Children are encouraged to explain their work to others on a daily basis. Children are encouraged and nurtured to adapt and improve their DT work.

As well as enhancements through themes and children's interests' children have free access to the following resources during discover and do time to develop their own skills-

- Workshop area with paper, card, felt tip pens, pencils, crayons, chalks, a range of collage materials such as tissue paper, pipe cleaners, bits of material, wool, string etc, Sellotape, glue, scissors, junk modelling, split pins, hole punches.
- Construction area – children have access to a wide variety of construction kits where they can build, join, stack, balance and adapt their own constructions.
- Finger gym – we use tools and techniques used for design and technology such as threading, hammering, hole punches, tweezers to develop the all-important fine motor skills.
- Small world / loose parts – the children have access to a wide variety of loose parts giving them the opportunity to design, make, adapt, problem solve, modify and out structures to the test together alongside their peers.
- These same opportunities are then given to the children outside but on a much larger scale with crates, tyres, planks, drain pipes, guttering, tubes so this is out large loose parts area with endless open-ended opportunities with DT links.

Examples of DT work are added weekly to our Expressive arts and design floor

book for subject leads to look and see progression.

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

DT		
Three and Four-Year-Olds	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.
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ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	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.

