



**Subject Leader: D T – Where your subject sits in EYFS**

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. EYFS

**EYFS Expressive Arts and Design Educational Programme (Statutory)**

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

**EYFS EAD DT Skills**

<b>Cooking and Nutrition</b>	<b>Design: Developing, Planning and Communicating Ideas</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical Knowledge</b>
Talk about healthy and unhealthy foods. Talk about having a balance of these. Talk about likes and dislikes. Use a range of tools with care and precision.	Provide opportunities to work together to develop and realise creative ideas. Encourage them to think about and discuss what they want to make. Look at products to generate inspiration and conversation about art and artists.	Provide children with a range of materials for children to construct with.	Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision.

**EYFS EAD DT Knowledge**

<b>Nursery</b>	<b>Reception</b>
<p>For children to be able to construct with a purpose and safely. <b>(Au1)</b></p> <p>To know how different colours and materials can be used to create things. <b>(Au2)</b></p> <p>For children to be able to construct with a purpose and safely. To know how to use some equipment safely. <b>(Sp1)</b></p> <p>To know about the different materials and what can be created with them. <b>(Sp2)</b></p>	<p>To know how to use a range of tools For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To know how to work safely and hygienically.</p> <p>To know how to use non-statutory measures e.g. spoons/cups.</p> <p>To know how to use some techniques e.g. mix, spread, knead</p>

<p>For children to be able to construct with a purpose and safely. To know how to use some equipment safely. <b>(Su1)</b></p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. <b>(Su2)</b></p> <p>To show confidence in choice of media when creating a model or picture. <b>(Su2)</b></p>	<p>To know how items can be combined and changed To experiment with creating different things and to be able to talk about their uses.</p> <p>To experiment with creating different things and to be able to talk about their uses. To know I can discuss my work as it progresses. To know about and discuss what I want to make</p> <p>To know how to use a range of materials and tools with care and precision To know what I like and dislike about my creation To know how to adapt my work</p> <p>To know the names of tools needed to work the materials e.g. needle To identify and select resources and tools to achieve a particular outcome. To know how to use materials, thinking about uses and purposes</p> <p>To know about different techniques for joining materials, such as how to use adhesive tape and different sorts of glue To know how to represent and construct my own ideas, thoughts and feelings through design</p> <p>To know the different uses and purposes of a range of media and materials. To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. To know how to manipulate materials</p>
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**Development Matters: (Non-Statutory Guidance)**

- 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

**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**

Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, cut, sew.

### **ELG: Creating with Materials (Statutory)**

#### **Children at the expected level of development will:**

- 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.

### **KS1 DT**

#### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

#### **Make**

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

#### **Evaluate**

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

#### **Technical knowledge**

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products