

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 art 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 (Nursery)	Personal, Social and Emotional Development	• 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.
(Not on track - below ARE)		

	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"> • 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 On Track - end of year expectations	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.

How DT is taught in EYFS:

- DT is taught through a combination of adult-led teaching/activities and continuous provision with enhancements that are linked to the topic or children's interests.
- It builds on children's prior experience and backgrounds.
- It develops children's curiosity and encourages them to develop their own ideas.
- It encourages children to reflect on, represent and document their experiences and share and discuss their ideas with others.
- It is embedded in children's daily work and play.

Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
Marvellous Me! Autumn 1	<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 	<p><i>All about me:</i></p> <ul style="list-style-type: none"> Create our homes and dream homes from construction blocks. 	<p>Indoors</p> <p>Construction Area/Small World – large and small wooden blocks, duplo, farm animals, people, vehicles. Constructing model houses/farms, shelters for animals</p> <p>Creative Area – junk modelling, paper, prit stick glue, pva glue, masking tape, Sellotape, pipe cleaners, wool</p> <p>Playdough Area – using tools and equipment linked to food preparation</p> <p>Writing Area– writing materials to plan construction including: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper</p> <p>Reading Area – non-fiction texts about construction, photograph books, unusual buildings (pictures and books)</p> <p>Sand Area– wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?'</p>	<ul style="list-style-type: none"> Apron Heavy Light Balance Draw Design Strong 	<p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable.

			<p>Water Area - role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, tea set).</p> <p><u>Outdoors</u> Large Construction - large bricks, crates, tarpaulin, blankets, clips, wooden planks, Link to current learning/topic. Building/construction site, build a house, shop, bbq, garage. Water Area - drainpipes, tubes, plastic bottles, pipettes, funnels. Nature Area - natural materials to be provided: leaves, sticks, logs, pebbles, stones</p>		
Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
Terrific Tales! Autumn 2	<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 	<p><i>Festivals:</i></p> <ul style="list-style-type: none"> Observe the effects of cooking when making bread Make Diwa lamps out of clay and observe how the clay hardens 	<p><u>Indoors</u> Construction Area/Small World - large and small wooden blocks, duplo, farm animals, people, vehicles. Constructing model houses/farms, shelters for animals, models for stories. Creative Area - junk modelling, paper, prit stick glue, pva glue, masking tape,</p>	- Mix	<p><u>Design</u></p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

			<p>Sellotape, pipe cleaners, wool</p> <p>Playdough Area - using tools and equipment linked to food preparation</p> <p>Writing Area- writing materials to plan construction including: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper</p> <p>Reading Area - non-fiction texts about construction, photograph books, unusual buildings (pictures and books)</p> <p>Sand Area- wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?</p> <p>Water Area - role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, tea set).</p> <p><u>Outdoors</u></p> <p>Large Construction - large bricks, crates, tarpaulin, blankets, clips, wooden planks, Link to current learning/topic.</p>		<p><u>Make</u></p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria.
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			Building/construction site, build a house, shop, bbq, garage. Water Area - drainpipes, tubes, plastic bottles, pipettes, funnels. Nature Area - natural materials to be provided: leaves, sticks, logs, pebbles, stones		
Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
The Earth and Beyond! (Spring 1)	<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 	<i>Space:</i> <ul style="list-style-type: none"> Design and create space rockets from junk materials <i>Seasonal Changes - Winter & Spring:</i> <ul style="list-style-type: none"> Child initiated activities such as making kites <i>Food:</i> <ul style="list-style-type: none"> Use tools to slice fruit for pancake toppings. 	<u>Indoors</u> Construction Area/Small World - large and small wooden blocks, duplo, mobile, farm animals, polar animals, people, vehicles, rockets, astronauts. Constructing model houses/farms, shelters for animals, rockets, 'space' worlds. Creative Area - junk modelling, paper, prit stick glue, pva glue, masking tape, Sellotape, pipe cleaners, wool, cardboard tubes, lolly sticks, art straws. Playdough Area - using tools and equipment linked to food preparation Writing Area - writing materials to plan construction including: clipboards, paper (different	<ul style="list-style-type: none"> Join Masking tape Cellotape 	<u>Design</u> <ul style="list-style-type: none"> 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. <u>Make</u> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example,

			<p>types and sizes), pencils, pens, crayons, squared paper</p> <p>Reading Area - non-fiction texts about construction, photograph books, unusual buildings (pictures and books)</p> <p>Sand Area- wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?</p> <p>Water Area - role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, tea set).</p> <p><u>Outdoors</u></p> <p>Large Construction - large bricks, crates, tarpaulin, blankets, clips, wooden planks, large boxes to make rockets. Link to current learning/topic. Building/construction site, build a house, shop, bbq, garage.</p> <p>Water Area - drainpipes, tubes, plastic bottles, pipettes, funnels.</p> <p>Nature Area - natural materials to be provided: leaves, sticks, logs, pebbles, stones</p>		<p>cutting, shaping, joining and finishing].</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
Amazing Animals! Spring 2	<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 	<p><i>Easter:</i></p> <ul style="list-style-type: none"> <i>Make a chick in an egg that opens with a split pin (lever)</i> 	<p>Indoors</p> <p>Construction Area/Small World – large and small wooden blocks, duplo, mobile, farm animals, wild animals, people, vehicles. Constructing model houses/farms, shelters for animals</p> <p>Creative Area – junk modelling, paper, prit stick glue, pva glue, masking tape, Sellotape, pipe cleaners, wool, split pins.</p> <p>Playdough Area – using tools and equipment linked to food preparation</p> <p>Writing Area– writing materials to plan construction including: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper</p> <p>Reading Area – non-fiction texts about construction, photograph books, unusual buildings (pictures and books)</p> <p>Sand Area– wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?'</p>	<ul style="list-style-type: none"> Connect Slip Slide 	<p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> 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. <p>Evaluate</p>

			<p>Water Area - role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, tea set).</p> <p><u>Outdoors</u> Large Construction - large bricks, crates, tarpaulin, blankets, clips, wooden planks, Link to current learning/topic. Building/construction site, build a house, shop, bbq, garage. Water Area - drainpipes, tubes, plastic bottles, pipettes, funnels. Nature Area - natural materials to be provided: leaves, sticks, logs, pebbles, stones</p>		<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
Gardeners' World	<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 	<p><i>Gardeners' World:</i></p> <ul style="list-style-type: none"> • Design and build minibeast houses, adapting work where necessary. • Make a salad sandwich 	<p><u>Indoors</u> Construction Area/Small World - large and small wooden blocks, duplo, mobile, farm animals, wild animals, minibeasts, people, vehicles. Constructing model houses/farms, shelters for animals Creative Area - junk modelling, paper, prit stick glue, pva glue, masking tape,</p>	<ul style="list-style-type: none"> - Vegetables - Spread - Juicy - Sweet 	<p><u>Design</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing,

			<p>Sellotape, pipe cleaners, wool</p> <p>Playdough Area - using tools and equipment linked to food preparation</p> <p>Writing Area- writing materials to plan construction including: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper</p> <p>Reading Area - non-fiction texts about construction, photograph books, unusual buildings (pictures and books)</p> <p>Sand Area- wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?'</p> <p>Water Area - role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, tea set).</p> <p><u>Outdoors</u></p> <p>Large Construction - large bricks, crates, tarpaulin, blankets, clips, wooden planks, Link to current learning/topic.</p>		<p>templates, mock-ups and, where appropriate, information and communication technology.</p> <p><u>Make</u></p> <ul style="list-style-type: none"> • 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. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Build structures, exploring how they can
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			Building/construction site, build a house, shop, bbq, garage. Water – drainpipes, tubes, plastic bottles, pipettes, funnels. Nature Area – natural materials to be provided: leaves, sticks, logs, pebbles, stones		be made stronger, stiffer and more stable.
Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
Fun at the Seaside Summer 2	<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 	Pirates: <ul style="list-style-type: none"> Make a pirate hat and eye patch Make a boat from junk modelling materials 	<u>Indoors</u> Construction Area/Small World – large and small wooden blocks, duplo, mobile, farm animals, people, vehicles, pirate ship, pirates. Constructing model houses/farms, shelters for animals, pirate ships, desert islands. Creative Area – junk modelling, paper, prit stick glue, pva glue, masking tape, Sellotape, pipe cleaners, wool, fabric, art straws, lolly sticks. Playdough Area – using tools and equipment linked to food preparation Writing Area – writing materials to plan construction including: clipboards, paper (different	<ul style="list-style-type: none"> Cloth Felt Thread 	<u>Design</u> <ul style="list-style-type: none"> 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. <u>Make</u> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example,

			<p>types and sizes), pencils, pens, crayons, squared paper</p> <p>Reading Area - non-fiction texts about construction, photograph books, unusual buildings (pictures and books)</p> <p>Sand Area- wet sand as 'cement' for constructing different structures with blocks, set up challenges e.g. 'which sand makes the best sandcastle?</p> <p>Water Area - role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, tea set).</p> <p><u>Outdoors</u></p> <p>Large Construction - large bricks, crates, tarpaulin, blankets, clips, wooden planks, Link to current learning/topic.</p> <p>Building/construction site, build a house, shop, bbq, garage, pirate ship.</p> <p>Water Area - drainpipes, tubes, plastic bottles, pipettes, funnels.</p> <p>Nature Area - natural materials to be provided: leaves, sticks, logs, pebbles, stones</p>		<p>cutting, shaping, joining and finishing].</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable.
General learning throughout the year:					

- Children can self-select from a range of tools and materials in the continuous provision.
- Children learn by experimenting with tools such as scissors and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.
- Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it.
- Help to design and make small worlds in line with topic.