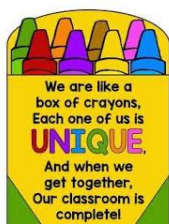




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



DT in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Physical Development:

‘Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.’

The EYFS Statutory Framework says for Expressive Arts and Design:

‘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.’

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for DT within the national curriculum.

The most relevant statements for DT are taken from the following area of learning:

- Physical Development
- Expressive Arts and Design
- * Understanding the World
- * Personal, Social and Emotional Development

Age Range	
3 – 4 Year olds	<u>Personal, Social and Emotional Development</u> 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. <u>Physical Development</u> 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. <u>Understanding the World</u> Explore how things work <u>Expressive Arts and Design</u> 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 (4 – 5 year olds)	<u>Physical Development</u> 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. <u>Expressive Arts and Design</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Physical Development :- Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery. <u>Expressive Arts and Design :- Creating with materials</u> 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.

EYFS Yearly Topic Cycle (subject to change with differing intake and interests)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Dinosaur model	Spinning Rocket	Animal Junk model	Lacing Easter Egg Nests	Moving Vehicle Superhero Cape	Make a boat

Key vocabulary in EYFS for DT :-

Design	Make	Evaluate	Technical, textiles, mechanisms, materials	Cooking and nutrition
Draw, ideas	Build, make	Like, don't like, better, worse	Textiles , bead, button, fabric, felt, scissors, sew, ,materials, cellotape, glue stick, masking tape, paper clip, plasticine, ruler, straw	Apron, chop, cut, equipment, fork, knife, mix, spoon