

## Design and Technology in EYFS

### Expressive Arts and Design

#### (Educational Programmes- 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.

### Expressive Arts and Design – Early Learning Goals

#### (End of EYFS 'snapshot' assessment)

ELG: Creating with Materials

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.

### Expressive Arts and Design DT experiences in Nursery

#### Birth to Five:

Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.

Opportunities to experiment with inspiring and accessible media and tools.

safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

#### Development Matters

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. 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.

Autumn Term	Spring Term	Summer Term
<p>Baking including moulding, squeezing and cutting skills (knives, cutters)</p> <p>-Harvest time-exploring Harvest foods (tasting, smelling, feeling and using in baking)</p> <p>Sensory experiences to change shape/from e.g. clay, wet sand, dough</p> <p>Exploring movement-e.g. water and balls using guttering, boats in the water</p> <p>Representing their own ideas when building/ creating, modelling and problem solving and evaluating their 'work' where appropriate.</p> <p>Constructing- ranging in sizes e.g. from small Lego/blocks to large crates/boxes and tyres.</p> <p>Using a range of tools and equipment and developing control and skill (physical skills as cutting with scissors, joining, hammering and folding)</p> <p>-hammering gold pegs into a pumpkin -folding card for a Christmas card</p> <p>Creating for a purpose e.g. creating a label for a shop or menu for a café.</p>	<p>Baking</p> <p>Sensory experiences to change shape/from e.g. clay, wet sand, dough</p> <p>Exploring movement-e.g. water and balls using guttering, boats in the water</p> <p>Representing their own ideas when building/ creating, modelling and problem solving and evaluating their 'work' where appropriate.</p> <p>Constructing- ranging in sizes e.g. from small Lego/blocks to large crates/boxes and tyres e.g. emergency vehicles.</p> <p>Joining materials e.g. to make handcuffs for the Police station.</p> <p>Using a range of tools and equipment and developing control and skill (physical skills as cutting with scissors, joining, hammering and folding)</p> <p>Creating for a purpose e.g. best material for a waterproof bag (Jolly Postman)</p>	<p>Baking and food-healthy fruits-cutting, peeling, chopping and tasting.</p> <p>Sensory experiences to change shape/from e.g. clay, wet sand, dough</p> <p>Exploring movement-e.g. water and balls using guttering, boats in the water</p> <p>Representing their own ideas when building/ creating, modelling and problem solving and evaluating their 'work' where appropriate.</p> <p>Using split pins to create a simple moving figure e.g. - story character or animal</p> <p>Modelling-creating and joining materials to create models or to express their ideas e.g. using boxes, cellotape, string, blu tack, pipe cleaners, masking tape etc</p> <p>Using a range of tools and equipment and developing control and skill (physical skills as cutting with scissors, joining, hammering and folding)</p>

**Note: Continuous provision:**

-throughout the year children experience and explore art and creative activities using their own ideas. This is done through the resources available in continuous provision. This is child-initiated rather than a taught session, however children are encouraged to practise and consolidate the skills they have been taught during continuous play.

-Children have access to exploratory play using their senses and which is open ended: clay, empty boxes, construction materials, lentils, shaving foam, modelling.

**Expressive Arts and Design**  
**DT experiences in Reception**

**Birth to Five:**

Uses tools for a purpose.

Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

**Development Matters**

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.

Autumn Term	Spring Term	Summer Term
<p>Autumn baking</p> <ul style="list-style-type: none"> <li>-apple crumble</li> <li>-chocolate crispies</li> <li>-healthy face crackers</li> <li>-face biscuits</li> <li>-bread buns</li> <li>-pumpkin soup</li> <li>-crispy pumpkins</li> <li>-sandwiches</li> </ul> <p>Joining techniques in making area</p> <ul style="list-style-type: none"> <li>-cellotape</li> <li>-masking tape</li> <li>-string</li> <li>-ribbon</li> <li>-glue</li> </ul>	<p>Spring baking</p> <ul style="list-style-type: none"> <li>-hot cross buns</li> <li>-pancakes</li> <li>-crispy nest</li> <li>-gingerbread men</li> </ul> <p>Joining techniques in making area</p> <ul style="list-style-type: none"> <li>-folding</li> <li>-staples</li> <li>-Blue tac</li> <li>-elastic bands</li> <li>-paper clips</li> </ul> <p>-exploring materials to make a boat</p>	<p>Summer baking</p> <p>-</p> <p>Joining techniques in making area</p> <ul style="list-style-type: none"> <li>-stitching</li> <li>-whole punches</li> <li>-treasury tags</li> </ul>