

**Riverside Primary School  
DT 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 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.
- **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 integral parts of children’s learning in all areas.

**EYFS Expressive Art and Design Statutory 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.

**Development Matters 2021 – Expressive Arts and Design.**

**Children in Reception will be learning to:**

- 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.

**EYFS Expressive Arts and Design (DT) Skills**

<b>Design: Developing, Planning and Communication Ideas</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical Knowledge</b>
<ul style="list-style-type: none"> <li>● Provide opportunities to work together to develop and realise creative ideas.</li> <li>● Encourage children to think about and discuss what they make.</li> <li>● Look at products to generate</li> </ul>	<ul style="list-style-type: none"> <li>● Provide children with a range of materials for them to construct with.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss problems and how they might be solved as they arise.</li> <li>● Reflect with children on how they have achieved their aims.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>● Provide a range of materials and tools and teach children</li> </ul>

inspiration and conversation about art and artists.			to use them with care and precision.
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**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 narrative and stories.

**Assessment**

- Can children discuss what they make?
- Can children work independently, choosing their own materials and tools?
- Can children reflect on their product, talking about any issues they have encountered and how these were overcome?

**Vocabulary**

plan, ideas, design, make, build, join, shape, tools, change, like, dislike, different, improve, safe, cut, sew, thick, thin, twist, turn, through, on, in, underneath, next to, on top, model, building, balancing, threading.

**EYFS DT Planning 2022/23**

<b>Autumn 1 – Marvellous Me!</b>	<b>Autumn 2 – Fantastic Food</b>
Independent learning in the Continuous Provision – using various construction resources to build for a purpose.	Plan and make a Fruit Salad Plan and make Pumpkin Soup Design and make a Christmas tree decoration/ mobile decoration
<b>Spring 1 – Out and About</b>	<b>Spring 2 – One Upon a Time</b>
Junk box modelling Design and make houses, bridges, boats, and other forms of transport.	Design and make houses for The Three Little Pigs. Design and make a bridge for The Three Billy Goats Gruff.
<b>Summer 1 – Supersonic Space</b>	<b>Summer 2 – Awesome Animals</b>
Design and make rockets. Design and make objects they may need in space, thinking about form and function.	Design and make a pop-up animal sock puppet. Design and make a home for a hibernating animal. Design and make an animal mask.

## DT within the Continuous Provision

**Continuous Provision** – available throughout the day for both focussed and self-chosen learning.

- Construction materials including resources that allow children to explore, pull apart, build, connect, assemble and dis-assemble.
- Interesting objects that the children can observe and find out how they work.
- Choice of materials based on their properties.
- Junk materials to build and construct models.
- Ways of joining – tape, glue, staples, string, split pins, clips, paperclips, pipe cleaners.
- Range of tools – scissors, hole punches.
- Paper, pens, pencils, sticky notes for labels.

### Areas of Continuous Provision

#### Indoors

Construction Area – different tools will be provided throughout the year to ensure coverage of a variety of skills.

Creative – junk box modelling, resources added throughout the year when children demonstrate they are ready to extend their learning.

Malleable – using tools and equipment to explore textures.

Mark Making/Writing – writing materials to plan construction including clipboards, paper, pencils, crayons and squared paper.

Reading – non-fiction texts about construction and unusual buildings/models (pictures and books).

Investigation - texts which show how things are made/work. Models/every day items - to investigate their purpose and how they work.

#### Outdoors

Large construction – large boxes, trays, baskets, wooden planks, poles and blocks. Pretend DIY tools.

Water – drain pipes, tubes, plastic bottles, jugs, pipettes, funnels.

Sand – wet sand as ‘cement’ for constructing different structures.