

Learning in EYFS: DT

This document demonstrates which statements from the Development Matters are prerequisite skills for DT within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

DT		
Three and Four-Year-Olds	<i>Personal, Social and Emotional Development</i>	<ul style="list-style-type: none"> • 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.
	<i>Physical Development</i>	<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.
	<i>Understanding the World</i>	<ul style="list-style-type: none"> • Explore how things work.
	<i>Expressive Arts and Design</i>	<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	<i>Physical Development</i>	<ul style="list-style-type: none"> • 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.
	<i>Expressive Arts and Design</i>	<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	<i>Physical Development</i>	<i>Fine Motor Skills</i>	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	<i>Expressive Arts and Design</i>	<i>Creating with Materials</i>	<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.

Specific Teaching and Vocabulary in Early Years

- Children are encouraged to talk about what they are making and why they have made certain choices.
- Scissor skills taught/encouraged with a range of scissors available for different abilities.
- Teachers will model and children are encouraged to talk about what they, and others, have done. Discussing why they have chosen to do what they have and what can be done to change/improve.

Vocabulary

Scissors

Sellotape

Masking tape

Glue

Join

Paper

Wood

Metal

Plastic

Card

Names of basic colours

