



## Design & Technology in EYFS

In the Foundation Stage children will be taught Design and Technology through the Specific Area, **Expressive Arts and Design**.

Children will be provided with a variety of materials and resources to stimulate their curiosity. Children will learn through first-hand, practical experiences.

Children's experiences may include:

**Constructing:** Learning to construct with a purpose in mind.

**Structure and joins:** Experimenting with junk modelling.

**Using a range of tools:** Children may use scissors, staplers, elastic bands, tape, masking tape, pegs or glue. They will learn about planning and adapting initial ideas to improve them.

**Cooking techniques:** They will practise stirring, mixing, pouring and blending ingredients during cookery activities.

**Exploration:** Children will explore how things work.

**Discussion:** Children will be given opportunities to discuss what they have made, how they made it and if improvements could be made, safety will also be discussed.

Below are the statements for Specific Area of the EYFS curriculum, **Exploring using Media and Materials**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their design skills.

### 3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- 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.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Explore colour and colour-mixing
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.



- Play instruments with increasing control to express their feelings and ideas.

#### Reception

- 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.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

#### Early Learning Goal

##### Creating with Materials

- 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.

##### Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



**EYFS D & T**

**Autumn 1**

Only One you / I wanna be like you...

Text :

Only One You Linda Kranz

One day on my Blue Planet Ella Bailey

Guided Learning Opportunities:

- Introduce children to tools and equipment in environment
- Teach how to use junk modelling resources
- Teach children how to use construction equipment

**Autumn 2**

What do we Celebrate?

Text :

Bonfire Night Katie Dicker

Guided Learning Opportunities:

- Weaving Catherine Wheel

**Spring 1**

Can you Catch a Star?

Text :

How to Catch a Star Oliver Jeffers

Guided Learning Opportunities:

- Design and make a rocket
- Make pancakes

**Spring 2**

Superheroes

Text :

Super Daisy Kes Gray & Nick Sharratt

Supertato Sue Hendra

Guided Learning Opportunities:

- Design superhero costume
- Design and make superhero vehicle

**Summer 1**

Castles, Dragons and Knights

Text:

Jack and the Beanstalk Nick Sharratt

Little Red Bethan Woollvin

Guided Learning Opportunities:

- Make castle at home for homework
- Describe to friends how you made castle
- Say what you like and how you would make it better

**Summer 2**

Out and About

Text:

Superworm Julia Donaldson & Axel Scheffler

Aaaarrgghh, Spider! Lydia Monks

Mad About Minibeasts! Giles Andreae & David

Wojtowycz

Guided Learning Opportunities:

- Design and make your own boat
- Say what you like, dislike and how to improve



**Waverton Primary School**  
Learning Together – Achieving Together

Coverage across the year:

This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

<p><b>Autumn 1</b></p> <p>3-4 Years</p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<p><b>Autumn 2</b></p> <p>Reception</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
<p><b>Spring 1</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li></li> </ul>	<p><b>Spring 2</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li></li> </ul>
<p><b>Summer 1</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>	<p><b>Summer 2</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>