



Design and Technology in Early Years

Main links to the seven areas of learning: **Personal, Social and Emotional Development**, **Physical Development**, **Understanding the World** and **Expressive Arts and Design**

Design and Technology: Nursery	
Personal, Social and Emotional Development	<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.
Physical Development	<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. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Use one-handed tools and equipment, for example, making snips in paper with scissors.
Understanding the World	<ul style="list-style-type: none"> * Explore how things work.
Expressive Arts and Design	<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, 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.

Design and Technology: Reception

Physical Development	<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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Expressive Arts and Design	<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.
Physical Development <u>ELG</u>	<ul style="list-style-type: none">* Fine Motor Skills* Use a range of small tools, including scissors, paint brushes and cutlery
Expressive Arts and Design <u>ELG</u>	<ul style="list-style-type: none">* 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

Design and Technology: Year One

Design	<ul style="list-style-type: none">* Design purposeful, functional, appealing products for themselves and other users based on design criteria* Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
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Make	<ul style="list-style-type: none"> * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate	<ul style="list-style-type: none"> * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria
Technical knowledge	<ul style="list-style-type: none"> * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

How can EYFS children learn about DT?

- * Make things move (vehicles, pulleys, water and balls, guttering, wind chimes)
- * Construct (ie Lego, boxes, models)
- * Squash and squeeze materials (ie dough, playdough, clay)
- * Explore natural phenomena (floating, sinking, magnetism, electricity, shadows, the wind)
- * Fold, cut and decorate (card, fabric, paper, cardboard)
- * Taste and make (food technology)

Ideas to enhance the setting:

- * A well resourced craft/creative area
- * Paints and colour mixing where appropriate
- * Different fastenings: PVA glue, glue sticks, Sellotape, masking tape, treasury tags, paper clips, staples

- * A range of materials: paper, card, fabric, wool, paper plates, boxes
- * Opportunity for the children to cut and taste a variety of food
- * Opportunities for cooking within a group, adult led
- * Helping to make playdough
- * Exploring with clay (wet and dry), dough such as playdough, cloud dough etc.
- * Using tools such as rollers, stampers, scissors, knives, child friendly saws (with appropriate supervision)

<p>Key Vocabulary: Nursery</p>	<p>People, Cultures and Communities Crates, blocks, bricks, Duplo, Lego, junk modelling, stick, glue, roll, paint, brush, cutters, sand, water, bucket, tube, spade, sieve, glue, paper, card, colour names, squeeze, join, attach</p>
<p>Key Vocabulary: Reception</p>	<p>People, Cultures and Communities Join, stick, fold, Sellotape, masking tape, glue, paperclips, hole punch, staples, tie, wrap, join, attach, roller, cutter, knife, blade, sharp, paint pot, pallet, mixing, texture, water pot, thin brush, thick brush, design, plan, adapt, change, zig-zag, circle, straight, curved, round, build, construct, improve, pinch, mould</p>

