



# Crossley Hall

## Primary School

### DT in EYFS:

#### What DT Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum, as it is organised across seven areas of learning rather than subject areas. Although there are seven areas of learning within EYFS, we recognise that young children's play and learning experiences are not subject specific. Learning in EYFS is not usually organised into subjects, or separate lessons, so it is important to recognise that young children's learning and play is not always subject specific. They are multi-layered and may cover many of the seventeen aspects of the seven areas at the same time. Learning in EYFS is captured in 'Class Learning Floor Books' under the umbrella of their focus story/topic as well as individual Learning Journeys. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three, Three and Four-Year-Olds and Reception to match the programme of study for DT

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Birth to Two	Physical Development	<ul style="list-style-type: none"><li>• Develop manipulation and control.</li><li>• Explore different materials and tools</li></ul>
	Understanding the World	<ul style="list-style-type: none"><li>• Repeat actions that have an effect.</li><li>• Explore materials with different properties</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li><li>• Start to make marks intentionally.</li><li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li><li>• Explore different materials, using all their senses to investigate them.</li><li>• Manipulate and play with different material</li><li>• Use their imagination as they consider what they can do with different materials.</li><li>• Make simple models which express their ideas.</li></ul>

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers,</li> <li>• paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <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>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with</li> <li>• developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture</li> <li>• when sitting at a table or sitting on the floor.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<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>

**Continuous and Enhanced Provision Opportunities**

Range of model making equipment and different methods of fixing available.

Model the purpose and procedure for different fixing methods.

Encourage the children to talk about and explore how things work in the small world and construction.

Share examples of models in 'Show and Tell' and support the children to talk about the making process and reflect on their work.

Encourage children to make structures in the construction and loose parts and talk about they fixed them together and the different materials they have used.