



EYFS

**FOUNDATIONS FOR
DESIGN & TECHNOLOGY**

EYFS Foundations for Design & Technology

Area of Learning	Key Learning Themes			
<p style="text-align: center;"><u>Physical Development and Expressive Arts</u></p> <p>Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. 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.</p>	Nursery		Reception	
	Autumn	Me and My Family Colourful Autumn Materials	Autumn	People who help us Shopping
	Spring	Around the World-Cold places On the Farm!	Spring	Roads and Transport Around the World-Hot places.
	Summer	In the Garden- Minibeasts Let's Get Physical Dinosaurs	Summer	Space In the Garden-Plants Fun at the Seaside!
Early Learning Goal for Physical Development & Expressive Art and Design	Key Vocabulary			
<ul style="list-style-type: none"> Use a range of small tools including, scissors, paint brushes and cutlery. 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. 	<p>Design: draw, ideas. Make: build, make. Evaluate: like, don't like, better, worse. Textiles: bead, button, fabric, felt, scissors, sew. Materials: cellotape, glue stick, masking tape, paperclip, plasticine, ruler, straw. Cooking: Apron, chop, cut, equipment, fork, knife, spoon, mix</p>			

Conceptual Knowledge and Understanding

Nursery	Reception
<ul style="list-style-type: none"> Explore systems in toys e.g. pop-up books. understand how to manipulate items - pushing toys forwards and backwards. use one-handed tools and equipment. Use scissors to snip paper. Explore a range of materials and begin to experiment with them to create forms and structures. Explore some simple joining techniques (glue, tape). Begin to select tools independently for a given purpose. Say what they have made and how they have made it. 	<ul style="list-style-type: none"> Use one-handed tools and equipment with increasing control and accuracy. Use scissors to cut out more complex shapes and cut outs. Look at pictures to help decide what to make. Begin to make decisions about what to create. Look at pictures of real structures/buildings/vehicles etc. and talk about their features with others to help develop ideas. Refine ability to create forms and structures using a range of materials and textures. Explore a variety of effects to express my ideas when using materials for decorative purposes. Select an appropriate tool for a given purpose. Safely use and explore tools to achieve a texture, form or function e.g. cutting, stirring, printing. Work with peers to create a shared project. Say what they like about a model or structure they have made and describe it's features. Reflect and make choices about how to improve their model as they work on it. Listen to feedback from others to improve a creation. Transfer skills and techniques from previous learning into new projects.