



Maple Room 2-3 year olds EYFS Curriculum Development Matters Expressive Arts and Design DT	<p>Children will have the opportunity to engage with Design and Technology, building upon their own experiences using a variety of materials and media to express themselves creatively with increasing confidence. Children will be stimulated by the tactile, expressive and intellectual nature of Design and Technology through designing, making and evaluating from an early age.</p> <p>Children will;</p> <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 		
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EEXAT Developmental Milestones Expressive Arts and Design DT	<p>By 18 Months (13-18 Months)</p> <ul style="list-style-type: none"> Explores properties and possibilities of toys. 	<p>By 24 Months (19- 24 Months)</p> <ul style="list-style-type: none"> Actively explores, using all their senses, a wide range of media and materials. Starts to question, 'what's that' and express their emotional response. 	<p>By 30 Months (25- 30 Months)</p> <ul style="list-style-type: none"> Uses relevant vocabulary to support explorations in multi-sensory ways of textures, movement, feel and look of different media and materials.
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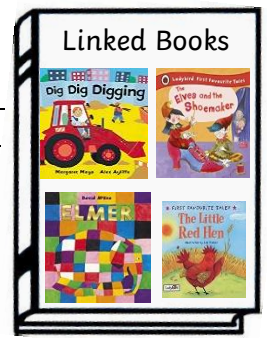
Oak Room 3 – 4 year olds EYFS Curriculum Development Matters Expressive Arts and Design DT	<p>Expressive arts and design, children will;</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join construction pieces together to build and balance. Join different materials and explore different textures. Beginning to be interested in and describe the texture of things. Use a variety of construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 		
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Oak Room Curriculum Coverage (Examples) Expressive Arts and Design DT	Junk modelling houses	Collaging Elmer	Junk modelling busker guitars	Make animal stick puppets	Flower collaging	Threading wool to make spider webs.
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Reception Early Learning Goals Expressive Arts and Design DT	<p>Creating with Materials</p> <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; Make use of props and materials when role playing characters in narratives and stories. 		
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Reception Curriculum Coverage Grid Spring 1 DT	Building for a purpose: create a boat that floats.	Create a map of the story using loose parts/ construction materials	Follow a recipe to bake bread	Try new food and discuss preference: Chinese food	Explore texture by making crayon rubbings and combining these to make a swan.	Use construction materials to create a strong bridge to go over a river
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EYFS Vocabulary to Communicate Technically





Evergreen Nursery		Reception	
<p>cut stick join pattern recipe make</p>		<p>attach dismantle design support strengthen model fold bend attach assemble template plan investigate evaluate</p>	
EYFS Art Progression of Knowledge and Skills Overview			
Evergreen Nursery		Reception	
Design	Begin to use the language of designing and making, e.g. join, build and shape.	Learning about planning and adapting initial ideas to make them better	
Make	To learn to construct with a purpose in mind.	<p>Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Explain what they are making and which materials they are using.</p> <p>Select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Explore ideas by rearranging materials.</p> <p>Describe simple models or drawings of ideas and intentions.</p> <p>Discuss their work as it progresses.</p>	
Evaluate	Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method.	<p>Say what they like and do not like about items they have made and attempt to say why.</p> <p>Begin to talk about their designs as they develop and identify good and bad points.</p> <p>Start to talk about changes made during the making process.</p> <p>Discuss how closely their finished products meet their design criteria.</p>	
Technical Knowledge	<p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler, rolling pins, pastry cutters.</p> <p>Learn how everyday objects work by dismantling things.</p>	<p>Begin to create their design using basic techniques.</p> <p>Start to build structures, joining components together.</p> <p>Look at simple hinges, wheels and axles.</p> <p>Use technical vocabulary when appropriate.</p>	

		<p>Begin to use scissors to cut straight and curved edges and hole punches to punch holes.</p> <p>Explore using/ holding basic tools such as a saw or hammer.</p> <p>Use adhesives to join material.</p>
Cooking and nutrition	<p>Begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p>Children have basic hygiene awareness.</p>	<p>Begin to develop a food vocabulary using taste, smell, texture and feel.</p> <p>Explore familiar food products e.g. fruit and vegetables.</p> <p>Stir, spread, knead and shape a range of food and ingredients.</p> <p>Start to think about the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p>

EYFS Design and Technology Assessment

Early Excellence Assessment Tracker (EExAT)

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their design and technology development in both the indoor and outdoor learning environments.

<p>Image</p> 	<p>Observation Note</p> <p>Isaac has made a baby penguin with the white dough and loose parts. He studied a picture of penguins and thought about wings, eyes, beak and feet.</p> <p>Statements</p> <p>EAD > Creating with Materials 55 - 60 months</p>	<p>Image</p> 	<p>Observation Note</p> <p>Daisy was interested in making a stick person. Daisy asked to create a stick person with EYP. EYP assisted Daisy in making her stick people. Daisy chose what materials to use and came up with the idea to make hair for her stick person.</p>
<p>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, and pinching.</p>	<p>Begin to create their design using basic techniques.</p>		