

DT in the Early Years at Millfields First School

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The following information demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Development Matters for Reception and the Early Learning Goals in the EYFS statutory framework to match the programme of study for DT. The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design.

Three- and Four-Year Olds	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. • 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, 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception – Development Matters	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. • 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.
ELG	Physical Development: Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes, and cutlery.
	Expressive Arts and Design: Creating with materials	<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.

During the Early Years Foundation Stage, children explore and use a variety of media and materials through a combination of child initiated and adult led activities. Adults plan DT activities linked to each topic (See Star Sheets). Child interests are also explored as they arise and are supported by next step planning. Through the provision and access to a variety of DT resources, children have the opportunity to further explore their self-initiated play.

Indoor Provision

Construction kits including Lego, wooden blocks, nuts and bolts and bricks, junk modelling.

Cutting and joining resources including scissors, hole punches, hammer and nail sets, glue, Sellotape, ribbon, wool, string.

Media: paper, card, bags, cardboard boxes, trays.

Embellishments: sequins, glitter, buttons, threads, pom poms, wool, ribbons, stickers.

Outdoor Provision

Variety of crates, building blocks and bricks, pegs, string, tarpaulin, sticks, canes and large scale junk modelling.

Photographic evidence.



A flying helicopter machine



A massive house with lots of lights for protection!



A beautiful palace floor for people to dance on.



Starting to build a very strong tower.



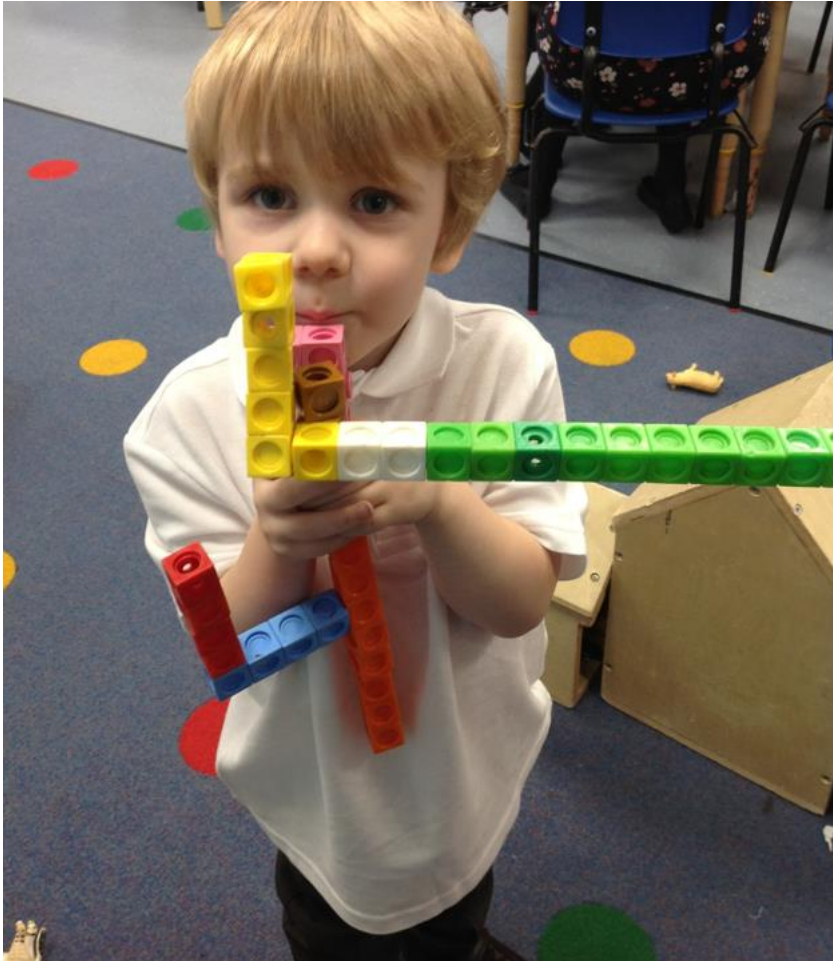
Working together to continue to make a very strong, very tall tower.



A house for a unicorn.



Exploring different media to create



A flying space machine. This is very special!



Ben drew a picture of his very own colour monster and then recreated it using 2D shapes. He then decided that he wanted to make a 3D model of his monster.

Drawing, evolving and refining his design.