

DT in EYFS Curriculum Map

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.

In the EYFS settings at St Peter’s Brafferton we have a carefully planned curriculum to ensure that children understand their skills to design, make and evaluate which are developed through the opportunity to interact and explore resources, joining, creating and adapting their ideas. It incorporates PSED, Communication and Language, Expressive Art and Design and Understanding the World.

Design and Technology Strands

	Design	Make	Evaluate	Technical Knowledge
End point 2-3-Year-old	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Start to make marks intentionally.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make simple models which express their ideas	Explore different materials and tools Explore natural materials, indoors and outside.
End point 3-4-year-olds	Choose the right resources to carry out their own plan. 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.	Join different materials and explore different textures. Explore how things work.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. 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.	Use one-handed tools and equipment, for example, making snips in paper with scissors Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
Curricular Goals but not limited to	<i>Explore and experiment with multimedia, music and the senses To take part in collaborative and imaginative play Learn new vocabulary and engage with it</i>			
Reception (DM and Curricular goals and ELG)	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.	Share their creations, explaining the process they have used. Use a range of small tools, including scissors, paintbrushes, and cutlery.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Curricular Goals but not limited to	<p><i>Express Creativity in a variety of forms</i> Engage in discussion to solve problems and organise thinking</p>	
How is Design and Technology taught in Helperbees?		
Themes across the 2 year rolling program as our inspiration	<p>Helperbees Autumn Year A (Traditional tales, Animals, Festivals)</p> <p>Helperbees Spring Year A (Dinosaurs, changes and seasons)</p> <p>Helperbees Summer Year A (transport and vehicles and books/authors)</p>	<p>Helperbees Autumn Year B (Nursery rhymes, farms)</p> <p>Helperbees Spring Year B (Adventure and families)</p> <p>Helperbees Summer Year B (Animals and under the sea)</p>
Possible lines of enquiry or activities you may see in our provision	<ul style="list-style-type: none"> • Provision of a range of materials • Accessibility to joining tools • Large and small construction opportunities • Construction kits • Mark making opportunities • Adult directed creation activities 	
How is Design and Technology taught in Reception?		
Themes to provide inspiration	Themes and possible lines of enquiry	
Possible lines of enquiry or activities you may see	<ul style="list-style-type: none"> • Provision of a range of materials • Accessibility to joining tools • Large and small construction opportunities • Learn by experimenting with tools such as scissors, cutters, playdoh tweezers & hole punches 	

in our provision	<ul style="list-style-type: none"> • Fix & join materials using sellotape, string, pipe cleaners, glue, etc. • Through questions are encouraged to talk about what they like about their work & others' designs & how they would improve • Help to design & make small worlds & construction kits • Adult directed projects 			
What Design and Technology looks like in Year 1 (See progression map for Design and Technology Strands)	Year A	Baby Bear's Chair (Structures)	Moving Monster (Mechanical Systems)	Balanced Diet (Cooking and Nutrition)
	Year B	Smoothies (Cooking and Nutrition)	Wheels and Axels (Mechanical Systems)	Puppets (Textiles)