



EAD DT EYFS

Expressive Arts & Design Design Technology			
Development Matters	Birth to Five	How this is achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
Nursery: • 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, 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 different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Nursery: • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas. • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose	• Create our homes and dream homes from construction blocks. • Children can self-select from a range of tools and materials in the continuous provision. • We have a wood working bench in outdoor provision containing a range of woodworking tools including saws, drills, hammers etc. • Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue. • Our pupils learn to grow and cook their own food for example gathering blackberries on the school grounds to make crumble.	Children recognise that a range of technology is used in places such as homes and schools. They know that designers design, make and evaluate products for different uses. They know that parts can be joined in different ways and some ways are stronger than others. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.



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	Reception: • 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	Reception: • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. the visual arts. • Creates representations of both imaginary and real-life ideas, events, people and objects.	• Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. • Help to design and make small worlds in line with topic.	Vocabulary: Picture, drawing, use, experiment, change, tools, vice, hammer, saw, drill, nail, screw, materials, idea, improve, food, meal, snack, healthy, diet
	ELG 16 Creating with materials • 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.			