



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

DESIGN TECHNOLOGY EYFS - PROVISION OVERVIEW



EYFS Development Matters Mapping EYFS

Curriculum Objective Links

Subject: DT

Objectives	Physical Development:	Communication & Language
Expressive Arts & Design:	Build independently with a range of appropriate resources.	Use a wider range of vocabulary
Explore different materials using all their senses to investigate them. Manipulate and play with different materials.	Develop manipulation and control.	- Learn new vocabulary
Use their imagination as they consider what they can do with different materials.	Explore different materials and tools.	Use new vocabulary through the day
Make simple models which express their ideas.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Ask questions to find out more.
Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Use a comfortable grip with good control when holding pens and pencils.	Use new vocabulary in different contexts.
Develop their own ideas and then decide which materials to use to express them.	ELG: Fine Motor Skills	Engage in non-fiction books.
Join different materials and explore different textures.	Use a range of small tools, including scissors, paint brushes and cutlery.	ELG: Listening, Attention and Understanding
Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Make comments about what they have heard and ask questions to clarify their understanding.
Create collaboratively, sharing ideas, resources and skills.	Begin to show accuracy and care when drawing.	ELG: Speaking
ELG: Creating with Materials:	ELG: Gross Motor Skills	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Negotiate space and obstacles safely, with consideration for themselves and others.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Share their creations, explaining the process they have used.	Demonstrate strength, balance and coordination when playing.	
Make use of props and materials when role playing characters in narratives and stories.	Move energetically, such as running, jumping, dancing, hopping, skipping, climbing.	

EYFS DT Curriculum Links and Opportunities					
Autumn 1 I am special.	Autumn 2 What do we celebrate?	Spring 1 Who lives in a house like this?	Spring 2 New life and Changes.	Summer 1 Who wears a hat like this?	Summer 2 Going on our Holidays.
<ul style="list-style-type: none">Malleable activities (Dough disco/Tuff tray exploration) building up our gross and fine motor strength.Introduce children to a range of tools (over the term) including scissors, stapler, hole punch, rolling pins, pastry cutter and how to use these safely and effectively.A focus on the story Pumpkin Soup – Creating an Autumnal Soup – chopping, boiling. (changing consistency)Children to categorise fruit and vegetables – colour/shape.Vegetables and fruit- repeating patternsIntroduce children to ‘collaging’ in the style of Arcimboldo. (Cutting/overlapping/ sticking vegetables)A focus on the Artist Guiseppe Arcimboldo (exploring autumnal vegetables) Planning, designing and assembling our own Arcimboldo portraits.	<ul style="list-style-type: none">Children to explore our EYFS Air-raid shelters build barricades within the outdoor provision.Building den (air-raid) structures on a smaller scale (using marshmallows/ bluetac and cocktail sticks)Compare, contrast and explore materials used to build the air raid shelters, children to design, plan and create their own junk models.Remembrance – Designing and creating shadow puppets in the style of wartime heroes. Exploring shadow, how are shadows formed? how do we make shadows bigger smaller?Cooking, baking – Centred around children’s interests.Investigation station: How do penguins stay dry? (wax crayons and water) Building	<ul style="list-style-type: none">Invite a local building company into school to discuss work on a building site – children to pose questions.What type of house do you live in? Can you describe it? A walk around the local area looking at houses and buildings. Encouraging children to discuss structures amongst each other. Sketch and observe different houses (Big, small, short)Children to plan, design, assemble a house strong enough to withstand the wolfs puff?Children to test and evaluate (group discussions) what went well? What could be improve next time?Children to create their own concrete motor in tuff trays, adapt strategies as needed.A focus on Iggy Peck the Architect exposing children to new vocabulary – Sphinx, St Louis Arch. What are they?	<ul style="list-style-type: none">Key Text – ‘From Caterpillar to Butterfly’ – Children to plan and create their own puppets to mirror the life cycle. Provide children with opportunities to experiment with colour, design, texture, form and function.Children to try and test a variety of materials to join objects together ie – blue tac, treasure tags, Sellotape, glue to create their own very hungry caterpillar.Children to work in teams to junk model paper machete their own chrysalis – offering explanations, ideas and evaluating together as a team.Work as a class to build a giant beanstalk in the outdoor provision, sharing ideas, resources and skills.Children to dissect and explore pea-pods and peas. Write an ingredients and instruction list for making pea soup before	<ul style="list-style-type: none">Creating with materials – safely using a variety of materials, tools and techniques to plan, design and create a hat for the hat party. Use their knowledge of materials to adapt their hat designs when necessary.Creating hats for varying job roles (linked to people who help us). Adapt materials used for various job types and discuss in depth why materials have been chosen.Explore influential designers – write to Selfridges.Focusing on Buckingham Palace – building in our construction area, how does Buckingham palace differ from our houses? (build on prior knowledge from spring 1) Building our own palace using cocktail sticks/straws/marshmallows/ blue tac.Work together to plan the ‘Hattiest Party ever’ – write lists,	<ul style="list-style-type: none">Focus on the story - One day on our blue planet – (perform blubber experiment using gloves) Predict, plan and record results within groups introduce children to drawing up conclusions.Focus on the stories one day on our blue planet/ Rainforest / Savannah. Organising animals that live on land, air. sea. What do the animals eat? Can we recognise any of fruit, vegetables or plants?Expose children to key vocabulary – dry, hot, land. Sea. Earth, sky, temperature. Children to create collages using different materials to represent land, earth, sea.

<ul style="list-style-type: none">Children to chop vegetables for abstract loose part pictures in the style of Arcimboldo, experiment using varying fruits and vegetables for purpose.Creating self potraits using a variety of media and materials - paints, pens, wax crayons, collaging. Adapting our self-portraits into the style of Arcimboldo.An Autumn walk around our local area walk (Enjoying our pumpkin soup). Collecting Autumn objects to use for loose parts pictures, patterns and arrangements (Adapting Arcimboldo's style into our own using Autumnal objects).	<p>on our observations of Penguins at Edinburgh Zoo.</p> <ul style="list-style-type: none">Building Igloos using sugar cubed. (Stem challenge zone)	<p>Would we see them in our local area? Why not? A focus on the different materials that Iggy Peck used to build.</p> <ul style="list-style-type: none">Invite an architect into school to pose questions/gather an understanding.Making predictions regarding which materials will be blown the furthest using the hairdryer (big bad wolf)We are going on a Bear Hunt story – children to plan, re-tell and perform. (Emphasis on the seasonal changes)	<p>preparing and creating the soup. Evaluation discussions to follow.</p> <ul style="list-style-type: none">Project team challenges throughout the team (interest lead)Fieldwork looking at flowers and growth. Planting in the outdoor provision. Observational drawings observing the changes over time.	<p>make props, organise and evaluate the party.</p> <ul style="list-style-type: none">Prepare, cook and bake the food for the hat party.Send invitations to parents for the hat party and take ownershop throughout the event.Children to develop their small motor skills so that they can use a range of tools competently, safely and confidently by creating hats for small world characters.Exploring a variety of London structures – planning and designing our own buildings in the construction area.	<ul style="list-style-type: none">Exploring different countries with the help of ‘Violet the Pilot’ – children to work in teams to design and build their own flying machines. Who created the first plane? How have planes developed over time?- Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Explore fabrics to create clothing suitable for varying seasons.
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Further possible continuous provision/enhanced provision activities linked to DT	
<p><u>Media and Material</u></p> <p><u>Accessible within creative area –</u></p> <ul style="list-style-type: none">Paints and spray paints, paint trays, rollers, mixing palettes, rubbers, wire, pens, pencils, chalks, charcoal, pastels, markers, brushes, printing materials and tools (rollers, inks, wax, scrapers, oils, wheels, balls, large sheets of plastic)Malleable materials (clay, dough, mud, snow, papier-mache, putty).Resistant materials (wood, plastic, metals, glass, fabrics, cards, papers), liquids and aggregate (soil, gravel, pebbles, sand)Decorating materials (beads, sequins, pom poms), fabrics (cloth, wools, hessian, netting, ribbons, cord, cotton thread, string, leather, raffia)Cameras, scissors, hole punch, pegs.Measuring (tapes, rules, spirit level, jugs)mark making and decorating (pens, pencils, chalks, range of brushes and rollers, paint trays)Junk modelling <p><u>Natural / Loose parts zone –</u></p> <ul style="list-style-type: none">Natural materials (fir cones, feathers, shells, twigs, sawdust)Heuristic materials and basketMirrorsLoose parts (buttons, beads, sequins, shapes.) <p><u>Tuff Trays –</u></p> <ul style="list-style-type: none">Sensory/textured materials (shaving foam, cornflour, fruit, vegetables, turf, pulses and pasta, jelly, wallpaper paste, sandpaper)Cooking zone – use of cutlery/chopping/blending/boiling/utensils <p><u>Construction Area (Indoor and Outdoor)-</u></p> <ul style="list-style-type: none">Glues, tapes, elastic bands, fasteners, string, rope, cord, tools, blocks, tyres, crates, bricks, boxes, drain pipes, guttering, large cardboard boxes, parachutes, large pieces of fabric, nuts and bolts, sheets, poles, canes, string, soil, gravel, sand, buckets, water, wheelbarrows, variety of building materials, measuring equipment, cameras, ipads.Introduce children to design plans and support them to build on their own experiences.	<p><u>Technology</u></p> <ul style="list-style-type: none">Children provided with a range of ICT for art and design including, computers, tablets, digital cameras, video cameras, audio equipment, software programmes (paint, art, draw, film, word processor, PowerPoint, music making, shape building).Encourage children to use software (programmes) and hardware (cameras, youtube, movie makers, audio recorders) to make story books, explore building and design through shape, develop designs and plans, make music or sound effects for role-play, dance and stories and use the internet to answer questions and explore ideas. <p><u>Characteristics of effective learning displayed throughout the classroom provision.</u></p> <ul style="list-style-type: none">Show curiosity about objects, events and peopleQuestions why things happen Engage in open-ended activityThinking of ideasFinding ways to solve problems / find new ways to do things / test their ideasUse senses to explore the world around themCreate simple representations of events, people and objectsPlanning, making decisions about how to approach a task, solve a problem and reach a goalChecking how well their activities are goingChanging strategies as needed Reviewing how well the approach worked