

DT in the EYFS 2022 onwards

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	Art and design in KS1
<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources.</li> </ul>	<p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p><b><u>Autumn Term:</u></b> <i>All about me:</i></p> <ul style="list-style-type: none"> <li>• Create our homes and dream homes from construction blocks.</li> <li>• Making / decorating cards for various occasions.</li> <li>• Design and create superhero gadgets from junk</li> <li>• Den making</li> </ul> <p>Traditional Tales</p> <ul style="list-style-type: none"> <li>• Make a boat for the Gingerbread man to safely cross the river.</li> <li>• Observe the effects of heat when making Gingerbread men</li> <li>• Design and create products for a purpose such as a basket for Red Riding Hood / Houses for the pigs.</li> </ul> <p><b><u>Spring Term:</u></b> <i>Seasonal Changes – Winter &amp; Spring:</i></p> <ul style="list-style-type: none"> <li>• Child initiated activities such as making kites, wands etc.</li> </ul> <p><i>Food:</i></p> <ul style="list-style-type: none"> <li>• Observe the effects of cooking when making pancakes</li> </ul> <p><i>Space:</i></p> <ul style="list-style-type: none"> <li>• Create space rockets from junk materials</li> </ul> <p><b><u>Summer Term:</u></b> <i>Around the world:</i></p> <ul style="list-style-type: none"> <li>• Design and create products for a purpose such as a basket for Handa, modes of transport</li> <li>• Sea creatures from clay</li> </ul> <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>• Design and build minibeast houses, adapting work where necessary.</li> <li>• Design and build minibeast houses, adapting work where necessary.</li> <li>• Observe the effects of cooking when making bread.</li> </ul> <p><b>General learning throughout the year</b></p>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• I know how to use scissors safely.</li> <li>• I can cut along a straight line.</li> <li>• I can cut along a wavy line.</li> <li>• I can join to items using tape.</li> <li>• I can use glue to fix items together</li> <li>• I know how draw a plan.</li> <li>• I know that I can adapt and change something I have made.</li> <li>• I can work with a friend, sharing ideas.</li> <li>• I know that some materials are better for building with than others.</li> <li>• I can talk about what I have made and say why.</li> </ul> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Scissors, cut, straight, join, hold, fix, glue, shape, safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.</li> </ul>	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria. Technical knowledge</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>

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		<ul style="list-style-type: none"><li>• Children can self-select from a range of tools and materials in the continuous provision.</li><li>• 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.</li><li>• 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.</li><li>• Help to design and make small worlds in line with topic.</li></ul>		
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