

## Key Learning in Design and Technology: Early Years

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

Mathematics

Understanding the World

Expressive arts and design

## Key Learning: Design and technology in Early Years

### Key Learning:

#### Pupils should be taught to:

##### EYFS: 3 and Four Year Olds

- 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.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

#### Pupils should be taught to:

##### EYFS: 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 and skills.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Ask questions to find out more and to check they understand what has been said to them.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

#### Reception Early Learning Goal

- 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.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.