

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

EYFS Nursery DT Skills

Design: Developing, Planning & Communicating Ideas (Understand context, uses and purpose Generate, develop, model and communicate ideas)	Make (Work with tools, equipment, materials and components to make quality products)	Evaluate (Evaluate processes and products)	Technical Knowledge (Develop technical expertise and knowledge)	Cooking and Nutrition (Understand and apply the principles of nutrition and learn how to cook)
<ul style="list-style-type: none"> • Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play 	<ul style="list-style-type: none"> • Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously 	<ul style="list-style-type: none"> • Develop new skills & techniques • Use tools for a purpose 	<ul style="list-style-type: none"> • Talk about the differences between materials & changes they notice • Make healthy choices

EYFS Nursery DT Knowledge

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<ul style="list-style-type: none"> • Know how to express myself • Know how to choose materials for their use • Know I can discuss my work & change it as it progresses • Know how to use materials, thinking about its purpose • Know how to make a simple plan before making 	<ul style="list-style-type: none"> • Know how to explore the use of different materials • Know how to use tools for a purpose • Know how to join materials using different techniques e.g. split pins, tape, glue 	<ul style="list-style-type: none"> • Know I can watch how someone else makes a creation & copy their ideas • Know I can say what I like about my creation • Know & can describe how I made my creation • Know about how things work & can talk about them e.g. push/pull 	<ul style="list-style-type: none"> • Know how to combine different materials • Know how to select appropriate materials • Know how to select & use appropriate tools for a purpose & the tool names 	<ul style="list-style-type: none"> • Know what some foods are healthy & unhealthy • Know why some food & drink is healthy & unhealthy • Know I have to wash my hands before handling food & why • Know how to use some techniques such as mixing, spreading & cutting • Know about the changes that happen when heating or cooling ingredients

EYFS Reception DT Skills

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials to express & 	<ul style="list-style-type: none"> • Use increasing knowledge & understanding of tools & materials to explore their 	<ul style="list-style-type: none"> • Express & communicates working theories, feelings & understandings 	<ul style="list-style-type: none"> • Use different techniques for joining materials 	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns & change

<p>communicate their discoveries & understanding</p> <ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources & skills 	<p>interests & enquiries & develop their thinking</p> <ul style="list-style-type: none"> • Create representations both imaginary & real-life ideas, events, people & objects 	<ul style="list-style-type: none"> • Responds imaginatively to art works & objects • Return to & build on previous learning, refining ideas & developing their ability to represent them • Discuss problems & how they might be solved 	<ul style="list-style-type: none"> • Use tools independently, with care & precision 	<ul style="list-style-type: none"> • Talk about the different factors that support their overall health & well-being
EYFS Reception DT Knowledge				
<p>Design</p> <ul style="list-style-type: none"> • Know why they have selected certain materials after having experimented. • Know how to adapt their work in light of discoveries. • Know how to collaboratively work with others to share ideas, resources and skills. 	<p>Make</p> <ul style="list-style-type: none"> • Know how to use a variety of materials, tools and techniques as appropriate. • To consider function when planning and creating. • Have their own ideas for how to create representations of events, people and objects (both imaginary and real) 	<p>Evaluate</p> <ul style="list-style-type: none"> • Know how to communicate my theories feelings and understandings. • Know how to reflect and refine ideas through discussion. • Know how to problem solve through discussion. E.g. consider how could I do it differently? How could I make it stronger/ float/ waterproof? etc. 	<p>Technical Knowledge</p> <ul style="list-style-type: none"> • Know how to join materials in different ways e.g. through using a hole punch and string, tape, glue, staples, folding etc. • Know how to use tools safely and independently. 	<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> • Know why/ how change occurs when food decays and is cooked. • Know about some similarities, differences, patterns and change with regards to food, and cooking. • Have an awareness of the importance of a balanced diet. • Know about the different factors that support their overall health & well-being
Key Vocabulary				
<p>Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, weigh, mix, knead, cut, sew, attach, fold, fringe, cut, snip, curl, staple, stick, colour label, scrunch, tie, join, bend, decay, change, stronger, lighter, heavier, waterproof, float, sink, problem solve, safety, purpose, pattern.</p>				

Statutory Educational Programme for Expressive Arts and Design: EYFS

Expressive Arts and Design 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.

Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development, Physical Development and Communication and Language