

Design and Technology in Early Years



A guide to this
subject in our
school

1 - Introduction

Design and Technology lends itself to being taught as part of a broad and rich EYFS curriculum, as it is practical and hands on. It enables young children to be creative, take risks and be resourceful, enterprising, creative and capable. These are all fundamental skills for later life in the 21st century.





Design and Technology in Early Years will be taught through a combination of a well planned learning environment, alongside the teaching of specific design and technology skills delivered through playful, adult led activities.

Design and Technology in the EYFS Framework falls across a number of areas of learning including Physical Development and Expressive Arts and Design. In addition, aspects of

Communication and Language and Personal, Social and Emotional development are linked as children evaluate and improve work.

The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning.

Design and Technology Early Learning Goals

Fine Motor Skills

- Use a range of tools, including scissors, paintbrushes and cutlery

Speaking

- Express their ideas and feelings about experiences in full sentences

Creating with Materials

- Safely use and explore a variety of materials, tools and technique, experimenting with colour, design, texture, form and function
- Make use of props and materials when role playing characters in narratives and stories
- Share their creations, explaining the processes they have used

Managing Self

- Understand the importance of healthy food choices

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding

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 materials and media. 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 are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

2 - Child Initiated Learning

We know that there are key indicators and examples of effective practice that can be seen when monitoring Design and Technology in the Early Years, in relation to child initiated learning in an enabling environment. We know what we want to see children doing.



Woodwork

- * Planning and designing creations for a purpose
- * Selecting materials for a purpose
- * Drawing designs
- * Combining materials





Art and Craft

- Using resources for a desired purpose
- Combining materials and resources
- Using colour and materials to change the appearance of a creation
- Planning how to approach a task
- Reviewing and making adaptations to a model
- Explaining what materials they are using and why
- Using scissors to change materials





Cookery

- * Measuring out ingredients using standard and non-standard measures
- * Washing hands and cleaning surfaces and equipment
- * Talking about what it means to be healthy
- * Using vocabulary around taste, smell, texture and touch
- * Combining ingredients for a purpose
- * Following simple visual instructions
- * Making links to previous learning and experiences



Construction Area

- * Connecting blocks, including Duplo and Lego, to create models
- * Explaining their models—what they are, how they work and what they do
 - * Recreating real life objects into small scale creations
 - * Adapting and changing creations to overcome a problem
- * Exploring the mechanisms of their products



Sand

- * Using sand to create 3D sculptures
- * Adding objects to creations to provide detail
- * Giving reasons for the details added to creations
- * Exploring wet and dry sand and exploring which is best for their creations
 - * Building products to transport sand





Outdoors

- * Creating models and structures using natural materials
- * Combining large scale construction materials
 - * Creating products which move
- * Supporting in the building of resources to help wildlife

Adults scaffolding learning during child initiated play

Adults will be

- * Observing children and responding to their fascinations
- * Responding to children's ideas and suggestions
- * Suggesting possibilities to extend their ideas
- * Offering other tools and resources when appropriate
- * Playing alongside children to move learning forwards, suggesting ideas and showing what's possible
- * Play alongside or in small organised groups to model language as well as correct or extend vocabulary
- * Sharing their own experiences and making suggestions
- * Role modelling thinking aloud and commenting
- * Modelling how to use equipment and resources
- * Posing questions and ponderings to stimulate ideas and add challenge
- * Introducing and using new language linked to key learning

3. Adult led Learning

We know that there are key indicators of effective practise when monitoring art in the Early Years, in relation to adult led learning.

- * Adults set an intention for learning that is well matched to the developmental stages of the children, building on what children already know, can do and show an interest in
- * Adults lead learning through playful, experiential activities which are presented in imaginative ways, are hands on and require active participation from the children
- * Activities and experiences are as open ended as possible to allow for children's imagination and active exploration and for them to express their on ideas
- * Activities and experiences are delivered with individuals or small groups of children, depending on the activity and the developmental stages of the children. In Reception, sometimes activities are introduced to the whole class
- * Adults use resources and materials that children are familiar with and have (or will have) access to in their child initiated play
- * Adults skilfully interact with the children through skilful questioning, by modelling thinking aloud and by showing genuine interest and curiosity