

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Design & Technology in EYFS



Following Jesus, The Good Shepherd, in all we say and do

Design & Technology in EYFS at The Good Shepherd:

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design
- The EYFS to Key stage 1 bridging curriculum has been added.

DT		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	<ul style="list-style-type: none"> • Explore how things work.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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 developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

‡ Design Technology

Organisation of knowledge	Design	Make	Evaluate	Structures	Food
Relevant ELG	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>ELG: Managing self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paintbrushes and cutlery. <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; <p>ELG: Speaking</p> <ul style="list-style-type: none"> - 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. <p>ELG: Managing self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. 		<p>ELG: Managing self</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery;
KS1 readiness objectives	<ul style="list-style-type: none"> • To describe something they want to make / build / construct • To say who they are making / building / constructing for • To talk about what materials they are going to use when making / building / constructing 	<ul style="list-style-type: none"> • To make / build / construct objects using a variety of materials • To join materials together when making / building / constructing 	<ul style="list-style-type: none"> • To talk about their constructions / products, and what they are pleased with • To talk about their constructions and say how it could be even better • To talk about everyday objects that they like and say why they are good 	<ul style="list-style-type: none"> • To build / construct structures from a range of materials to a design brief that they have created or been given. • To build / construct structures that are tall or strong. • To know that tape and glue can join materials together and can make structures stronger. 	<ul style="list-style-type: none"> • To recognise different foods as either healthy or unhealthy • To know how to use basic cutlery and utensils to make and eat food • To follow simple instructions to make different foods • To know when we make food for other people that it needs to be appealing.