

# DT in the Early Years

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

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

- Physical Development
- Expressive Arts and Design

DT		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>

	Expressive Arts and Design		<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 and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<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>

Progression in Design and technology - Abbey Gates EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E1	<p>Children will know how to build structures using blocks, duplo and foam bricks.</p> <p>Children will know how to build large structures with outdoor construction materials.</p> <p>Children will know how to bake bread and talk about changes to ingredients.</p>	<p>Children will know how to create an instrument using junk modelling materials, joining with tape and glue.</p> <p>Children will know how to make salt dough and follow instructions.</p>	<p>Children will know how to plan and build a house.</p> <p>Children will know about materials and their suitability for structures.</p>	<p>Children will join and shape materials to create a model.</p> <p>Children will combine ingredients to make pancakes.</p>	<p>Children will know how to join together fabrics with glue.</p> <p>Children will know how to prepare fruit safely and use tools for chopping.</p>	<p>Children will be able to explain what they would like to create, what methods they will use and talk about what went well or how they would change it next time.</p> <p>Children will select tools for a purpose.</p>
E2	<p>Children will design and make bread and identify the changes which the bread goes through at different stages of baking.</p> <p>Children will design and make birthday cards, adding simple decorative materials.</p> <p>Children will know how to join with a treasury tag.</p> <p>Children will use art and design and construction resources to build props to use within their play.</p>	<p>Children will design props to use within their play.</p> <p>Children will follow instructions to independently make salt dough objects of their choice.</p> <p>Children will design and decorate biscuits.</p> <p>Children will attach materials together using a flange join.</p>	<p>Children will create designs and make simple plans about their models, talking about the properties of materials they have used.</p> <p>Children will know how to make a tab join.</p> <p>Children will design and make fruity flapjacks.</p>	<p>Children will design and make a form of transport.</p> <p>Children will know how to make a split pin join.</p> <p>Children will design and make cupcakes.</p>	<p>Children will design and make a container for turnips to be held in.</p> <p>Children will know how to make a slot join.</p> <p>Children will design with a purpose in mind to make a scarecrow</p> <p>Children will design and make a sandwich.</p> <p>Children will design and build a minibeast hotel.</p>	<p>Children will design and make a healthy smoothie.</p> <p>Children will design and weave a basket.</p> <p>Children will apply their knowledge of joins when making their own designs and models.</p>