



EYFS Design and Technology @ Tranmere Park Primary School



This draws upon guidance from Development Matters (2021) – specifically the 'Expressive Arts and Design' area of learning.

How we achieve 'high quality design and technology' outcomes for our EYFS children:

Teacher led inputs

- These include teacher led sessions in either whole class, small group or individual sessions. Including demonstrating, watching videos, discussing pictures or pieces of technology or modelling the use of tools – all can also be as extras within main teaching sessions.
- Whole class/group/individual sessions include teacher led modelling, encouragement of exploration, videos, photographs, real technology and/or PowerPoints/IWB slides as a stimulus.
- Children will learn materials, names of tools, joining techniques and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher or provision.
- Many activities are matched to topic or child's interests e.g. making a castle when learning about fairytales or creating a farm with enclosures when learning about animals etc.

Enhanced Provision

The creative area, mark making areas, construction areas and changing provision areas are always resourced and children have free access to the equipment in them, which encourages the children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations and also extends their learning - allowing them the chance to teach their peers.

Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. variety of building equipment, variety of joining equipment etc.). These are linked to topic, or are child led based on the children's interests.

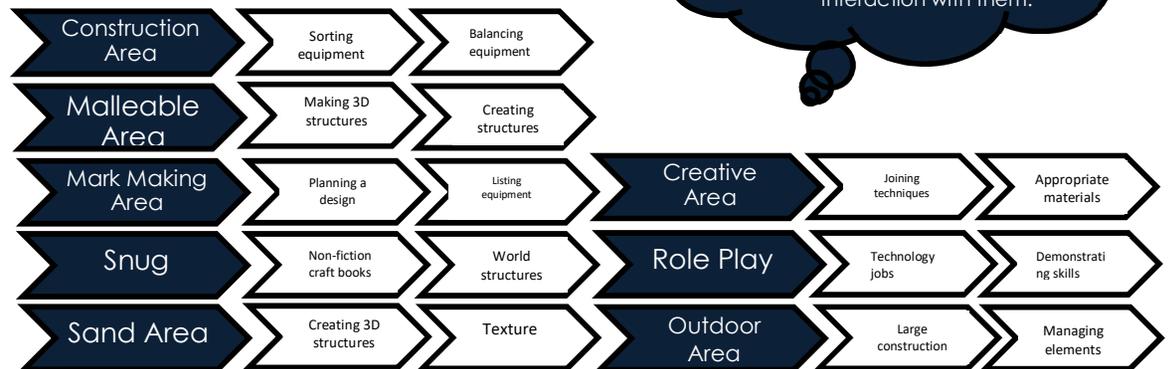
Evidence of the children using enhanced provision in their own way can be found in the children's 'Learning Journeys'.

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. creating a sleigh for Santa using crates and ropes.

All of the above are developed through children's talk and adult interaction with them.

Continuous provision (indoor and outdoor) examples



Powerful Knowledge

3-4 years	Reception	ELG
<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, 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. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<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 and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. 	<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.

Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future Design and Technology learning:

- Realise that their actions have an effect on the world, so they want to keep on repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.