

The Foundation of Our Learning: Early Design and Technology

Before starting the national curriculum in Year 1, pupils learn through the Early Years Statutory Framework. This document is structured differently to the national curriculum, as it is organised across seven areas of learning, instead of discrete subjects. The seven areas of learning are:

- communication and language.
- personal, social and emotional development.
- physical development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

D&T knowledge and skills are specifically found in the areas of:

- personal, social and emotional development.
- physical development.
- understanding the world.
- expressive arts and design.

This foundational learning supports all pupils at Alveley, particularly those from disadvantaged backgrounds, in developing the knowledge and skills to support their D&T learning as they move to Year 1.

The table below outlines the most relevant statements taken from the EYFS statutory framework and the Development Matters (a document that supports the framework).

Nursery

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.

- 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

<p>Physical Development</p>	<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.
<p>Expressive Arts and Design</p>	<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.

Early Learning Goals

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