

# DT in the Early Years



## DT in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

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 to match the programme of study for DT.

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

Communication and Language (CL)	Personal, Social and Emotional Devel (PSED)	Physical Development (PD)	Understanding the World (UTW)	Expressive Arts and Design (EAD)
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Area of Learning	Birth to Three Year Olds	Three and Four Years Olds	Reception	Early Learning Goal
CL	<ul style="list-style-type: none"> <li>Listen and respond to simple instructions.</li> <li>Understand simple questions about who, what and where.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts.</li> <li>Understand 'why' questions.</li> <li>Use talk to organise themselves and their play.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary.</li> <li>Ask questions to find out more and check they understand what has been said to them.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and activities.</li> <li>Explain how things work and why they might happen.</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions during discussions.</li> </ul>
				<b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things happen.</li> </ul>
				<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
PSED	<ul style="list-style-type: none"> <li>Express preferences and decisions.</li> </ul>	<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> <li>Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Manage own needs.</li> </ul>	<b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>
				<b>Building Relationships</b>

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				<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>
<b>PD</b>	<ul style="list-style-type: none"> <li>Build independently with a range of appropriate resources.</li> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> <li>Use large and small motor skills to do things.</li> </ul>	<ul style="list-style-type: none"> <li>Use large muscle movements to wave flags and streamers, paint and make marks.</li> <li>Match their developing skills to tasks and activities.</li> <li>Choose the right resource to carry out their own plan.</li> <li>Use one handed tools and equipment.</li> </ul>	<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>	<b>Fine Motor Skills</b>
				<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
<b>UTW</b>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect.</li> <li>Explore materials with different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Talk about the differences between materials and the changes they notice.</li> </ul>		
<b>EAD</b>	<ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<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>	<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>	<b>Creating With Materials</b>
				<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>