

# Learning in EYFS:

## What DT Subject Leaders Need to Know

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 early years outcomes are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for DT.

The most relevant early years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

DT			
30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>• To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>• To understand that equipment and tools have to be used safely.</li> </ul>
	Understanding the World	Technology	<ul style="list-style-type: none"> <li>• To show an interest in technological toys with knobs or pulleys, or real objects.</li> <li>• To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</li> </ul>
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• To enjoy joining in with dancing and ring games.</li> <li>• To begin to moverhythmically.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> </ul>
Being Imaginative		<ul style="list-style-type: none"> <li>• To develop preferences for forms of expression.</li> <li>• To use movement to express feelings.</li> <li>• To create movement in response to music.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	
40-60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>• To use simple tools to effect changes to materials.</li> <li>• To handle tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>• To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To practise some appropriate safety measures without direct supervision.</li> </ul>

40-60 Months Continued	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• To explore what happens when they mix colours.</li> <li>• To experiment to create different textures.</li> <li>• To understand that different media can be combined to create new effects.</li> <li>• To manipulate materials to achieve a planned effect.</li> <li>• To construct with a purpose in mind, using a variety of resources.</li> <li>• To use simple tools and techniques competently and appropriately.</li> <li>• To select appropriate resources and adapt work where necessary.</li> <li>• To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>• To create simple representations of events, people and objects.</li> <li>• To choose particular colours to use for a purpose.</li> </ul>
ELG	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>• To handle equipment and tools effectively, including pencils for writing.</li> </ul>
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>• To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>

## Notes