



# DT EYFS Curriculum Overview

DT must be covered in Autumn 2, Spring 2, Summer 2 and is alternated with Art (in remaining half terms)

## The Big Picture

In EYFS, children will have lots of opportunities to explore mechanisms, structures, textiles and food, both in the indoor and outdoor provision. Children will have access to a range of different materials, including fabrics, paper, card, tissue paper, all in which they can explore freely in the provision. They will be supported to manipulate these materials to make things, as well as things that move. They will explore and use a range of tools including scissors, cellotape dispensers, hole punches and rulers and will be able to use these freely in the provision. They will be supported to hold scissors correctly to cut and create masterpieces! Children will be given opportunities to create using fabrics, sticking, and stitching fabrics together and will learn how to embellish their fabrics by adding colour, texture and pattern to their special pieces. They will have lots of opportunities to cook and bake, for book characters, friends and family members. They will begin to understand the importance of healthy eating and will work in groups to sort healthy and unhealthy foods. Children will understand the importance of hand washing when preparing foods and why this is crucial.

The children will experiment with designing, making, and evaluating their products with an intended purpose.

## What do we already know? What do they already do?

Children may have come from other EY settings and may have some understanding of/ know how to...

- Use different tools e.g. pens, pencils, scissors, cellotape
- Make structures from lego/ bricks other construction materials
- Use different fixing techniques e.g. glue
- Drawing onto different surfaces
- Cooking at home with family members

### EYFS DT- Mechanisms, Structures, Textiles and Food

#### Development matters EYFS curriculum objectives

We are developing our design and technology through:

##### Physical development

3 / 4-year-olds:

- 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.
- Use a comfortable grip with good control when holding pens and pencils.

##### Reception:

- 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.
- Develop overall body-strength, balance, coordination and agility

##### Expressive Art and Design

3 / 4-year-olds:

- 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

- 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.

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##### Personal, Social and Emotional development:

3 / 4 year olds:

- 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.

#### Specific unit objectives

##### Mechanisms

- To know and explore manipulating paper in different ways by curling, bending and tearing.
- To know and explore making a pop- up by cutting paper or card.
- To name basic construction tools e.g. glue, tape, scissors.

##### Structures

- To know and explore creating structures from construction and junk modelling materials.
- To know and explore making a structure shorter, taller and wider.

##### Textiles

- To know how to and explore joining two pieces of material together e.g. gluing, stapling, stitching.
- To know how to and explore colouring fabrics using paint and pens.
- To know how to and explore adding decorations to fabrics such as buttons and beads.

##### Cooking and Nutrition – Food

- To be able to name and sort healthy and unhealthy foods.
- To understand what healthy and unhealthy foods are.
- To know what a recipe is.
- To understand the importance of hand washing.

##### Design (objectives to cover all year)

- To talk about what they are going to make and what materials they might use.
- To mark make and discuss their design drawings.

##### Make (objectives to cover all year)

- To use simple tools safely and correctly e.g. scissors, hole punch.
- To mix ingredients using tools safely and correctly e.g. spoons.
- To wash their hands correctly.
- To join, assemble and combine materials using temporary methods e.g. gluing and taping.

##### Evaluate (objectives to cover all year)

- To talk about their design ideas and what they have made.
- To identify what they like about their product.

#### Key vocabulary and understanding for concept connectors

**Cooking and Nutrition:** fruit, vegetables, healthy, unhealthy, taste, smell, texture, appearance, safety, hygiene, hand washing, apron, health, recipe

**Textiles:** join, bead, button, materials, fabric, felt, colour, decorate

**Structures:** cellotape, glue stick, masking tape, structure, stronger, parts, triangle

**Mechanisms:** curling, bending, tearing, joining, hammer, glue, tape, staples, scissors, mechanism, move

#### Key Questions

- Can they manipulate paper by curling, bending and tearing it?
- Can they make a basic pop up?
- Can they use basic tools?
- Can they make a structure? Can they make it shorter, taller or wider?
- Can they join two pieces of fabric together? Can they decorate their fabric?
- Can they sort healthy and unhealthy foods?

**Key Designers/ Architects/ Inventors/ Chefs**  
Ainsley Harriott