

## Glebe Primary School

### Early Years Foundation Stage Areas of Development that support and link to the teaching of Design and Technology

	Understanding the world		Expressive Art and Design		Physical Development	Literacy	Mathematics
	Technology	The World	Exploring Media and Materials	Being Imaginative	Moving and Handling	Writing	Shape, Space and Measure
22-36 Months	Operates mechanical toys, e.g. turns the knob on a windup toy or pulls back on a friction car.	Notices detailed features of objects in their environment. Explore materials with different properties. Explore natural materials, indoors and outside.	Experiments with blocks, colours and marks. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Use their senses to investigate them. Use their imagination as they consider what they can do with different materials.	Beginning to use representation to communicate e.g. drawing a line and saying 'That's me'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Shows control in holding and using jugs to pour, hammers, books and mark making tools.  Initiates drawing simple shapes such as circles and lines.	Distinguishes between the different marks they make.	Notices simple shapes and patterns in pictures.

			<p>Make simple models which express their ideas. Explore different materials, using all their senses to investigate them.</p>				
<p>30 – 50 Months</p>	<p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Explore how things work.</p>	<p>Talks about why things happen and how things work. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.</p>	<p>Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.</p> <p>Beginning to describe the texture of things</p> <p>Realises tools can be used for a purpose. 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.</p>	<p>Developing preferences for forms of expression. Captures experiences and responses with a range of media such as music, dance and paint and other materials or words. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Draws lines and circles using gross motor movements. Uses one-handed tools and equipment e.g. makes snips in paper with child scissors</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Shows interest in shape and space by playing with shapes and making arrangements with objects.</p> <p>Beginning to talk about the shapes of everyday objects e.g. Round, and tall.</p>

			Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects				
40-60 Months		Looks closely at similarities, differences, patterns and change. Create collaboratively sharing ideas, resources and skills.	Uses simple tools and techniques competently and appropriately.	Create simple representations of events, people and objects. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to use anticlockwise movement and retrace vertical lines	Gives meaning to marks they make as they draw, write and paint.	Uses familiar objects and common shapes to create and recreate patterns and build models.
Early Learning Goals	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children 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	Children show good control and coordination in large and small movements. They handle equipment and		Children recognise, create and describe patterns.

		<p>environment and how environments might vary from one another</p>	<p>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. Make use of props and materials when role playing characters in narratives and stories.</p>	<p>design and technology, art, music, dance, role play and stories</p>	<p>tools effectively, including pencils for writing.</p>		
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