

## EYFS and DT

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

- Physical Development
- Expressive Arts and Design

### **Reception - Physical Development**

- 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.

### **Reception - Expressive Arts and Design**

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.

### **ELG- Physical Development - Fine Motor Skills**

Use a range of small tools, including scissors, paintbrushes and cutlery.

### **ELG- Expressive Arts and Design - Creating with Materials**

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.

## How does DT link to our Aspirations at Woodcroft

### **Aspiration 1: To retell our favourite story**

Begin to develop gross and fine motor skills

Use range of tool such as scissors

To develop FMS, effective pencil grip & accuracy/care in drawing

To use FMS to create props

Explore variety of materials and effects

Create props for their show & backdrop artwork Share props & explain how they're made

Mask making skills – model variety of techniques, materials etc inc colour mixing, joining techniques (sellotape, glue, split pins), collage, painting

### **Aspiration 2: To create a game to play with our friends.**

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Use range of tools such as scissors, pencils, dice, counters.

To use motor skills to create and play their designed game.

To develop FMS, effective pencil grip & accuracy/care in drawing and writing

Design a poster for their game, including writing the name.

Create collaboratively, sharing ideas, resources and skills.

Engage with a range of different physical resources and explore climbing apparatus

### **Aspiration 3: To create and nurture a habitat**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Develop the foundations of a handwriting style which is fast, accurate and efficient – use it to create labels and signs for your habitat.

Begin to develop fine motor skills to stack and arrange natural objects e.g sticks

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Use fine and gross motor skills to find and manipulate natural materials to create a habitat.

To use measure to select appropriate resources for building a habitat. Woodwork frames.

Create collaboratively, sharing ideas, resources and skills to create a habitat.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.