

**Toner Avenue School - DT Programme of Study Coverage, Skills, Knowledge and End Points for EYFS**

Development Matters Statements for EYFS	General Opportunities	Nursery End Points	Reception End Points
<p><b>3 to 4 year olds</b></p> <p>* Explore collections of materials with similar and/or different properties. UW</p> <p>* *Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. EAD</p> <p>*Explore different materials freely, to develop their ideas about how to use them and what to make EAD</p> <p>* Develop their own ideas and then decide which materials to use to express them EAD</p> <p>* Join different materials and explore different textures EAD</p> <p>*Choose the right resources to carry out their own plan. PD</p> <p>*Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks PD</p> <p>*Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>Reception-Aged Children</b></p> <p>*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD</p> <p>*Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD</p> <p>* Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD</p> <p>* Create collaboratively, sharing ideas, resources and skills. EAD</p>	<p>Often at this age children begin the creating stage straight away with no specific designing in mind during their free play.</p> <p>With careful observation and questioning, adults can try and find out the reason for the creation (eg. a den for the monster to hide in) and help to scaffold the suitability of the design or enable the child to further develop their ideas through pointing children in the direction of resources or modelling techniques such as threading a pulley or cutting.</p> <p>Children are introduced to a range of DT tools and materials on entry and adults model how to use them safely and help children to gradually learn to use them independently such as hole punches, split pins, staplers, butter knives etc.</p> <p>They also model techniques such as using split pins, folding card, threading pulleys, pegging material, using a butter knife, threading adding wheels to carts, etc.so that children can use them themselves with little or no adult support.</p> <p>Adults aim to foster an environment where it is acceptable and expected that mistakes will be made and things won’t work and that that is fine and part of learning and helps people to be better at solving problems and not feeling bad about them.</p> <p>Either straight after the creation is made or during twice daily review time children are encouraged to talk about what they did, why and how, talking about what went well, what they had to change etc.</p> <p>Children are supported and encouraged to make simple structures on large and small scales with everyday manmade and natural materials.</p> <p>Children are introduced to simple mechanisms such as pulleys, wheels and pivots Children can use textiles of different textures and sizes in their everyday play and experiment with the types and how different materials can be used, e.g. ones that are more pliable than others.</p> <p>Children are taught the basics of hygiene such as washing hands before touching or eating foods.</p> <p>They find out about farms and where some food and drink products come from and how they are processed such as milk and wheat. Children make soup, bread, fruit kebabs, gingerbread men and cakes.</p>	<p><b>*an end of nursery child will have developed their gross and fine motor strength and dexterity in a way that enables them to begin to work independently with a range of tools such as scissors, Sellotape dispensers, staplers, glue sticks, split pins and treasury tags and spreaders etc. and be able to fold card and paper, manipulate and stack blocks and construction kits such as Duplo and use a knife to butter toast with supervision</b></p> <p><b>*an end of nursery child will have experienced a range of materials such as plastic, paper, card, rope, string etc. and have some awareness of how they can be manipulated</b></p> <p><b>*an end of nursery child will have experimented with a range of large components in the outdoor area such as linking guttering and drainpipes together and built tripod and cuboid structures with sticks and rope and constructed obstacle courses from crates, tyres, planks and blocks</b></p> <p><b>*an end of nursery child will be able to talk about making soup, porridge and fruit snacks and talk a little about how food grows and is harvested.</b></p> <p><b>*an end of nursery child will be able to talk about healthy food and drink choices</b></p> <p><b>*an end of nursery child will be able to talk in a simple way about what they are making/have made and will be able to adapt their creation or ask for support to do so</b></p>	<p><b>*an end of reception child will now have really mastered their gross and fine motor strength and dexterity in a way that enables them to work independently with a range of tools such as scissors, Sellotape dispensers, staplers, glue sticks, split pins and treasury tags and spreaders etc. and be able to work in detail to fold card and paper, manipulate and stack blocks and smaller-scale construction kits such as Lego and use a knife to butter toast without support. They will have applied their knowledge of using split pins and simple pop-up movements in their creations such as moving greetings cards. They will also be able to cut fruit for their fruit kebabs</b></p> <p><b>*an end of reception child will have used their prior experience of using a range of materials such as plastic, paper, card, rope, string etc. and will apply it to their own creations and those that were adult-led with skill</b></p> <p><b>*an end of reception child will have applied their knowledge of how to use a range of large components in the outdoor area such as making more complex constructions with the guttering and drainpipes and they are taught how to make dens using tent kits, tarpaulins and rope and create their own tripod and cuboid structures. They will be able to construct more elaborate obstacle courses from crates, tyres, planks and blocks of differing sizes. They will learn the basics of wheels and chassis through go-kart making on a large scale.</b></p> <p><b>*an end of reception child will be able to talk about making bread, gingerbread men and fruit kebabs and talk a little about how food grows and is harvested.</b></p> <p><b>*an end of reception child will be able to talk about healthy food and some food groups and why these choices are important</b></p> <p><b>*an end of reception child will be able to talk in detail about what it is they have made and the tools/resources they have made. They will be able to talk about modifications that they have made and why</b></p>

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