



HAWLEY PRIMARY SCHOOL

DESIGN and TECHNOLOGY in our EYFS (Year R)

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INTRODUCTION - The statutory framework for the EYFS (published 2021)

The statutory framework sets the standards for learning, development and care for children aged 0 to 5. It gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The framework details:

- the **seven areas of learning and development**
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of Year R at Hawley)
- the **assessment arrangements for measuring progress** (and requirements for reporting to parents and/or carers)

INTENT – The EYFS framework & the content of DT in Year R

The EYFS framework identifies 7 areas of learning and development and what should be included in our curriculum. Our EYFS teachers organise this learning into cross-curricular topics, but they vary the topics each year based on the interests of that particular cohort of children. This is because the EYFS framework states: *“Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it.”*

The EYFS framework does not prescribe a particular teaching approach. But it does state that: *“The Three characteristics of effective teaching and learning are:*

- *playing and exploring - children investigate and experience things, and ‘have a go’*
- *active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.”*

All three of these characteristics apply to our DT provision in the EYFS at Hawley. In every topic, there are design, building, making and technology opportunities available daily for children as part of our Continuous Provision. Much of the equipment and materials provided changes with each topic or also within each topic to spark the children’s interest and encourage them to try new things, enjoy new building opportunities and to develop new skills. Some equipment stays in use all year e.g. the tyre, plastic bricks, plastic pipes and wooden planks in the outside large construction area; the mud kitchen; the water area. Children can choose whether to play or create alone, in a pair or in a group. Staff interact with children wherever possible to encourage them to *“have a go”*, to help them if they *“encounter difficulties”*, to notice when they are *“thinking critically... and making links between ideas and develop strategies for doing things”*. EYFS staff also promote all of these through open ended questioning.

Alongside our Continuous Provision, teachers plan DT tasks that are taught in a small group by a teacher or TA. Children will get to share their creations with the whole class, the other Year R class, in assembly or on Tapestry.

INTENT – what aspects of learning and development are provided through DT activities in our EYFS?

The statutory framework for the seven areas of learning and development has been edited below to include only what our DT opportunities at Hawley provide. For each relevant statutory requirement, the black font explains what exactly we provide.

1) Communication and Language

When our children build, make, use tools or pretend to cook, our staff will be, *“commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added... Through conversation... and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”*

2) Personal, Social and Emotional Development

* If our children are finding a DT project difficult: *“Children should be supported to manage emotions... set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.”*

* By praising their ideas and developing technical skills, our children will *“develop a positive sense of self.”*

* *“Through supported interaction with other children, they learn how to ... co-operate and resolve conflicts peaceably.”* This is done when disagreeing over the direction of a build or the sharing of equipment and resources.

3) Physical Development

* Building with tyres, plastic bricks, plastic pipes and wooden planks in the large construction area outside Zebra class will develop gross motor skills that: *“provide the foundation for developing healthy bodies and social and emotional well-being.”*

* Using DT equipment and using it as accurately as possible will develop their *“fine motor control”* whilst *“precision helps with hand-eye co-ordination.”*

* Many DT activities will involve: *“... the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”*

4) Literacy

* During taught DT projects, children will articulate ideas and might be asked to write simple, key vocabulary e.g. design ideas or tools used, or they might choose to write about an independent build or “make” during Continuous Provision: *“Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.”*

* Labels for tools are created, displayed and referenced by staff: *“Skilled word reading, taught later, involves the speedy recognition of familiar printed words.”*

5) Mathematics

* Children may choose to count when making products during Continuous Provision and will be directed to count during taught DT projects: *“Children should be able to count confidently... to 10.”*

* DT opportunities will sometimes include making products with shapes that can be named. Taught cooking activities will involve formally measuring quantities with adult support. Role-play with kitchen equipment or the mud kitchen will involve informal measuring: *“It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.”*

6) Understanding the World

* Staff will sometimes choose fiction texts that involve characters making things with tools and/or their imagination. Staff will also sometimes read non-fiction texts which describe the use of technology: *“Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.”*

7) Expressive Arts and Design

* *“The development of children’s artistic and cultural awareness supports their imagination and creativity.”*
All DT opportunities involve our children applying their imagination and creativity. If they decorate anything that they build, they increase their artistic capability.

* Tools and resources are changed with each topic: *“It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”*

IMPLEMENTATION - The 33 EYFS early learning goals targeted in our DT provision

Each of the 7 areas of learning and development has been further divided into sub-sections. Each sub-section has 3 early learning goals (ELGs). These ELGs identify what children at the expected level of development will be able to do by the June of year R.

33 of the 51 ELGs are developed through DT opportunities in the EYFS at Hawley. These 33 ELGs are:

1) COMMUNICATION AND LANGUAGE EARLY LEARNING GOALS

1a) Listening, Attention and Understanding (all 3 ELGs apply with DT)

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

1b) Speaking (2/3 ELGs apply with DT)

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

2) PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

2a) Self-Regulation (all 3 ELGs apply with DT)

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

2b) Managing Self (2/3 ELGs apply with DT)

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

2c) Building Relationships (All 3 ELGs apply with DT)

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

3) PHYSICAL DEVELOPMENT

3a) Gross Motor Skills (All 3 ELGs apply with DT when building in the outside large construction area)

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

3b) Fine Motor Skills (All 3 ELGs apply with DT)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

4) LITERACY

4a) Comprehension (1/3 ELGs apply with DT)

- Use and understand recently introduced vocabulary during ... role-play.

4b) Word Reading (1/3 ELGs apply with DT if any displayed labels of equipment include the phonics sounds that have been taught so far)

- Read words consistent with their phonic knowledge by sound-blending

4c) Writing (All 3 ELGs apply with DT when designing or evaluating on paper)

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

5) MATHEMATICS

5a) Number (2/3 ELGs apply with DT if children need to count resources or equipment)

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;

5b) Numerical Patterns (0/3 ELGs expected to apply with DT)

6) UNDERSTANDING THE WORLD

6a) Past and Present (2/3 ELGs apply with DT if historical tools / products / materials / buildings / engineers are shown by staff and discussed with the children)

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

6b) People, Culture and Communities (1/3 ELGs apply with DT)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

6c) The Natural World (1/3 ELGs apply with DT if products are discussed in relation to the natural world e.g. structures/how weather affects what they build/what natural resources can be built with)

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

7) EXPRESSIVE ARTS AND DESIGN

7a) Creating with Materials (2/3 ELGs apply with DT)

- 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

7b) Being Imaginative and Expressive (1/3 ELGs apply with DT if the child's narratives/stories involve describing making something)

- Invent, adapt and recount narratives and stories with peers and their teacher

IMPACT - Assessment and Recording in the EYFS/Year R

The Reception Baseline Assessment (RBA) is a 20 minute 1-to-1 assessment, taken in the first six weeks in which a child starts reception and is completed according to statutory guidance. Elements of this will involve skills that are used in DT tasks.

Ongoing (formative) assessment is an integral part of the learning and development process in our EYFS. It involves our teachers and TAs knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, our staff will respond to their own day-to-day observations about children's progress and any observations offered by parents and carers.

As stated in the EYFS statutory framework: *"Assessment in EYFS should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence."*

Parents and/or carers are kept up-to-date with their child's progress and development in DT through parent teacher consultations, informal conversations at the end of the school day (COVID-19 permitting), updates on Tapestry and end of year written reports.

Any concern about a child's learning and development will involve parents and/or carers, and any relevant professionals. For example, difficulties with gross motor or fine motor skills should be quite easily identified in DT activities.

Summative assessment: In the final term of year R at Hawley, and no later than 30 June, **the EYFS Profile** will be completed for each child. The Profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development must be assessed against the 51 early learning goals. Practitioners must indicate whether children are meeting expected levels of development ('expected'), or if they are not yet reaching expected levels ('emerging'). As evidenced above, Hawley's subject lead for DT has identified that **33 of these 51 early learning goals** are developed through DT activities in Year R.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate.

EYFS liaise with year 1 teachers about each child's learning and development, to support a successful transition to key stage 1. This includes sharing the Profile reports. In terms of DT, this would include any specific concerns about a child's ability to use tools, their gross or fine motor skills, follow instructions, follow health and safety rules, think creatively, enjoy DT or be confident in their creations.