

## Design & Technology in EYFS

### Communication and Language

3-4

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

#### Reception

- Articulate their ideas and thoughts in well-formed sentences.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

### Personal, Social and Emotional Development

3-4

- 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.

#### Early Learning Goal

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and **understanding the importance of healthy food choices**.

### Physical Development

3-4

- 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.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Make healthy choices about food, drink, activity and toothbrushing.

#### Reception

- 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.
- **Know and talk about the different factors that support their overall health** and wellbeing: regular physical activity, **healthy eating**, toothbrushing

### Mathematics

3-4

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.

### Reception

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compare length, weight and capacity.

### **Understanding the World**

3-4

- Explore collections of materials with similar and/or different properties.
- Explore how things work.

### **Expressive Art and design**

3-4

- 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.
- Join different materials and explore different textures

### Early Learning Goal

- 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.