

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These 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 their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Expressive Arts and Design Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. 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.

EYFS Expressive Arts and Design (DT) Skills

Cooking and Nutrition	Design: Developing, Planning and Communicating Ideas	Make	Evaluate	Technical Knowledge
<ul style="list-style-type: none"> • Talk about healthy and unhealthy foods. • Talk about having a balance of these. • Talk about likes and dislikes. • Use a range of tools with care and precision. 	<ul style="list-style-type: none"> • Provide opportunities to work together to develop and realise creative ideas. • Encourage them to think about and discuss what they want to make. • Look at products to generate inspiration and conversation about art and artists. 	<ul style="list-style-type: none"> • Provide children with a range of materials for children to construct with. 	<ul style="list-style-type: none"> • Discuss problems and how they might be solved as they arise. • Reflect with children on how they have achieved their aims. 	<ul style="list-style-type: none"> • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Provide a range of materials and tools and teach children to use them with care and precision.

Development Matters

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.

Assessment

- Can children discuss what they want to make?
- Can children work independently, choosing their own materials and tools?
- Can children reflect on their product, talking about any issues they encountered and how these were overcome?

Vocabulary	
Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, cut, sew.	
ELG: Creating with Materials (Statutory)	
Children at the expected level of development will:	
<ul style="list-style-type: none"> - 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. 	
Autumn 1	
Autumn 2	
All About Me	Space/Christmas – create a felt decoration
<ul style="list-style-type: none"> • Independent learning in continuous provision 	<ul style="list-style-type: none"> • What are Christmas decorations like? • What are my favourite decorations? • Why? • Can I discuss my work as it progresses? • How do I use sewing techniques to join my decoration? • What tools do I need to sew my decoration?
Spring 1	
Spring 2	
Dinosaurs	Once upon a time – create a moving split pin figure
<ul style="list-style-type: none"> • Independent learning in continuous provision 	<ul style="list-style-type: none"> • How can I join pieces in my model? • What materials can I use to join materials? • Which material works best in my moving model? • What design will I use for my model?
Summer 1	
Summer 2	
Nature Detectives	Pirates – make a pirate map wrap
<ul style="list-style-type: none"> • Independent learning in continuous provision 	<ul style="list-style-type: none"> • What types of wraps are there? • What do I like? • What food can I use to represent features on my pirate map? • What features will I put on my map? • What food will I use? • Can I talk about my likes and dislikes? About healthy and unhealthy food? • Can I draw a plan of my wrap?