



DT in Early Years

	Area	Statement	Provision at Forestdale
Three and Four-Year-Olds	Personal, Social and Emotional Development	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.	We encourage children to be independent learners. We have self-selecting continuous provision, where children can choose what they want to play with from a large range of resources.
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Outdoor provision daily – large spaces to make large-muscle movements. A variety of tools and resources available to allow children to plan and create.
	Understanding the World	Explore how things work.	A range of technology to explore. Changes in provision to evoke awe and wonder.
	Expressive Arts and Design	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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Large variety of small world play constantly available – supports child interest. Different types of blocks and building equipment – indoor and outdoor. Range of materials to support different areas of learning – grass, felt, acetate, tubes, pipes, boxes. Writing tools available in every classroom learning area.
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.	A range of tools to support fine motor development: pencils, tweezers, scissors, blocks. Children have choices whether to sit on chairs or stand – safe movement of chairs is taught.
	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.	Large range of materials in a creative area – children have constant access to all materials and know to ask if they need something that is not there. Specific skills are taught by adults and then children can explore them independently during play - cutting. It is possible for children to return to their work if they wish – we have

			a designated area for children's work and it is managed by adults throughout the week.
Early Learning Goal	Expressive Art and Design	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.	Children are taught to use tools safely. Children have access to tools for use independently. There are a range of materials available for children to use and build these skills. Children are encouraged to discuss how they have built their creation and the tools and resources used. Children are encouraged to assess their approach and change it if needed – different glue, different material.
	Physical Development	Use a range of small tools, including scissors, paintbrushes and cutlery.	Tools are available in the classroom. Children are able to take tools to support their learning in different areas. Different sized tools are available to support creations – small and large play dough tools, glue sticks and spreaders.