



# Ashleigh Primary School and Nursery DT in EYFS

Phase	Development Area	Target	How We Do It
<b>Three and Four-Year-Olds</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision of independent access to resources</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Upright mark-making equipment - easels indoor and out, blackboards and chunky mark-making materials- chalks and paint pens</li> <li>Access to bikes and trikes, hand-eye coordination resources (throwing and catching, target practise)</li> <li>Access to tools; using scissors accurately and safely, form letters correctly (handwriting policy)</li> <li>Access to activities to develop core strength - climbing, different levels, balancing activities</li> <li>Access to fine motor resources</li> <li>Open shelves resourced with a range of brushes, sponges, craft materials, mark-making resources</li> <li>Daily Activate sessions to promote rhythm, movement and Gross Motor Skills</li> <li>Skills-based activities to cut along lines, snip straws, follow a line with a pencil, roll a clay ball</li> <li>Emphasis on holding a pen / pencil / brush correctly with increasing accuracy and control</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>	<ul style="list-style-type: none"> <li>Free-flow access to outside environment</li> <li>Regular forest school visits</li> <li>Regular farm visits</li> <li>Access to mechanical toys and toys with moving parts</li> <li>Opportunities to explore and investigate equipment</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>Free access to a range of Arts and Crafts materials</li> <li>Exposure to a creative and inspirational environment</li> <li>Children to feel confident in their abilities and worth as an artist</li> <li>Language to describe materials modelled by adults and promoted when children are describing their work - dark, light, cold, rough, smooth etc.</li> </ul>

		<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Children shown examples of Art work e.g. Henri Matisse to talk about colours and their likes/ dislikes</li> <li>• Practise drawing enclosed shapes</li> <li>• Learn some properties of 2D shapes</li> <li>• Colour mixing with paints</li> <li>• Making playdoh</li> <li>• Building with loose parts play equipment</li> <li>• Ongoing art resources available for independent choice</li> <li>• Classroom set up includes a small world zone and a construction zone</li> <li>• Choose and draw around 2D shapes to represent objects e.g. a car has circles for wheels</li> <li>• Noticing patterns</li> <li>• Printing patterns and shapes using fingers / tools / manipulatives</li> <li>• Adult modelling and open access to ways of joining materials- tapes, glues, string</li> </ul> <p><u>Autumn Projects</u></p> <ul style="list-style-type: none"> <li>• Exploring materials</li> <li>• Creating a face - Collage, building</li> <li>• My house - Building, collage, picture building</li> <li>• Healthy eating, snack, hygiene and dental health</li> <li>• Celebration cards and decorations</li> </ul> <p><u>Spring Projects</u></p> <ul style="list-style-type: none"> <li>• Sculpture (playdoh) and collage - Matisse artwork linked to shape and colour</li> <li>• Seasons and clothes - materials</li> <li>• Baking bread</li> </ul> <p><u>Summer Projects</u></p> <ul style="list-style-type: none"> <li>• Making minibeast - sculpture, collage and building</li> <li>• Creating farm and woodland small world play</li> <li>• Junk modelling building modes of transport</li> </ul>
<p><b>Reception</b></p>	<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to bikes and trikes, hand-eye coordination resources (throwing and catching, target practise)</li> <li>• Access to tools; using scissors accurately and safely, form letters correctly (handwriting policy)</li> <li>• Access to activities to develop core strength - climbing, different levels, balancing activities</li> <li>• Access to fine motor resources e.g. tray activities- beads, pegs, puzzles</li> <li>• Fine motor skill activities: using play doh, clay, cutting skills, patterns with pencils and pens</li> <li>• Weaving paper, weaving fabric outside</li> </ul>

			<ul style="list-style-type: none"> <li>• Daily Activate sessions to promote rhythm and co-ordination</li> <li>• PE lessons</li> <li>• Handwriting lessons</li> <li>• Writing and drawing in a range of positions: table, carpet spot, outdoor, with a clipboard</li> <li>• Making Christmas stockings</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Colour mixing with paints - being able to create a desired colour, making secondary colours</li> <li>• Making playdoh</li> <li>• Building with loose parts play equipment</li> <li>• Ongoing art resources available for independent choice</li> <li>• Classroom set up includes a small world zone and a construction zone</li> <li>• Clipboards and pencils available for designing and sharing ideas</li> <li>• Opportunities to display work and talk about it with circle time</li> <li>• Large scale collaborative 'Messy Maps'</li> <li>• Create story maps</li> <li>• Junk modelling</li> <li>• Adding to group drawings in the floor book</li> <li>• Create their own puppets from paper / materials to tell stories</li> <li>• Follow key artists: Kandinsky, Picasso, Arcimboldo, Goldsworthy</li> </ul> <p><u>Autumn Projects</u></p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• 3D model building</li> <li>• Pop up cards</li> <li>• Designing and making stockings</li> </ul> <p><u>Spring Projects</u></p> <ul style="list-style-type: none"> <li>• Stick puppets</li> <li>• Pancake cooking</li> <li>• Easter nest cooking</li> </ul> <p><u>Summer Projects</u></p> <ul style="list-style-type: none"> <li>• Fruit salads</li> <li>• Models with a purpose e.g. floating, bridges</li> </ul>	
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to bikes and trikes, hand-eye coordination resources (throwing and catching, target practise)</li> <li>• Access to tools; using scissors accurately and safely, form letters correctly (handwriting policy)</li> </ul>

				<ul style="list-style-type: none"> <li>• Access to activities to develop core strength - climbing, different levels, balancing activities</li> <li>• Access to fine motor resources</li> <li>• Weaving paper, weaving fabric outside</li> <li>• Daily Activate sessions to promote rhythm and co-ordination</li> <li>• PE lessons</li> <li>• Handwriting lessons</li> <li>• Consistently use a good grip when using writing tools, brushes etc.</li> <li>• Use clay tools to create marks and textures purposefully</li> <li>• Apply smaller pieces of playdoh to show deliberate details</li> <li>• Writing for purpose- labelling / describing processes</li> </ul>
	<p>Expressive Arts and Design</p>	<p>Creating with Materials</p>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>• Open access to a range of materials to create 2D &amp; 3D realisations</li> <li>• Label their designs with increasingly phonetically accurate subject- specific language - e.g. glitter</li> <li>• Talk with confidence about what they are planning to do, what they have made, why they chose the materials they chose.</li> <li>• Colour mixing with paints</li> <li>• Making playdoh</li> <li>• Building with loose parts play equipment</li> <li>• Ongoing art resources available for independent choice</li> <li>• Classroom set up includes a small world zone and a construction zone</li> <li>• Clipboards and pencils available for designing and sharing ideas</li> <li>• Opportunities to display work and talk about it with circle time</li> <li>• Follow key artists: Kandinsky, Picasso, Arcimboldo, Goldsworthy</li> </ul>