

Objectives from the Development Matters EYFS:

Early learning goal – moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Early learning goal – the world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about change

Early learning goal – technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early learning goal – exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Early learning goal – being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluating processes and products		Food and nutrition	
Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception

How we achieve these

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Nursery rhymes and traditional tales	Theme: Pete the cat Christmas	Theme: Winter Walters Web	Theme: New Life Easter	Theme: People who help us The crocodile who doesn't like water	Theme: Under the sea Sharing a shell
Dev Matters Reference: Communication and language : Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media and materials	Dev Matters Reference: Communication and language : Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media and materials	Dev Matters Reference: Communication and language : Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media and materials	Dev Matters Reference: Communication and language : Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media and materials	Dev Matters Reference: Communication and language : Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media and materials	Dev Matters Reference: Communication and language : Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media and materials
Skills: Is able to follow directions (if not intently focused on own choice of activity). Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Talks about why things happen and how things work Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props	Skills: Is able to follow directions (if not intently focused on own choice of activity). Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Talks about why things happen and how things work Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props	Skills: Is able to follow directions (if not intently focused on own choice of activity). Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Talks about why things happen and how things work Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props	Skills: Is able to follow directions (if not intently focused on own choice of activity). Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Talks about why things happen and how things work Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props	Skills: Is able to follow directions (if not intently focused on own choice of activity). Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Talks about why things happen and how things work Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props	Skills: Is able to follow directions (if not intently focused on own choice of activity). Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Talks about why things happen and how things work Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props

to support role-play.	to support role-play.	to support role-play.	to support role-play.	to support role-play.	
Vocabulary: scissors, glue, string, make, join, cut, tape, drawing, picture.	Vocabulary: scissors, string, glue, make, join, cut, fold, material, tools, buttons,	Vocabulary: scissors, glue, string, make, join, cut, button, beads	Vocabulary: scissors, glue, string, make, join, cut, build, use	Vocabulary: scissors, glue, string, make, join, cut, use, make, cello tape	Vocabulary: scissors, glue, string, make, join, cut, build, use, materials
Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Owl babies Me, myself and I	Theme: Carnival of colours	Theme: Winter Warm places	Theme: How does your garden grow?	Theme: Dinosaurs and mini beasts	Theme: Under the sea
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Skills: Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Experiments to create different textures. Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Skills: : Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Experiments to create different textures. Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Skills: : Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.	Skills: : Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.	Skills: : Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.	Skills: : Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.
Vocabulary: Scissors Glue Split pins pierce scrunch	Vocabulary: cut make wrap attach chop	Vocabulary: string Construct Junk modelling join create	Vocabulary: join stir mix snip weave mould attach	Vocabulary: design plan cut fold spread mix	Vocabulary: design plan weave thread tear rip