

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	n Nursery		eception	Nurse	rv	Reception	
			,						•	ж	
How we achieve these											
					sery					-	
Autumn 1 Theme:		mn 2	Thomas	Spring 1	Spring 2		Summer 1		Summer 2		
Nursery rhymes and traditional tales	Theme: Pete the cat Christmas		Theme: Winter Walters Web		Theme: New Life Easter	Theme: People who h The crocodile like water			Theme: Under the sea Sharing a shell		
		ion and stening and derstanding e world, elopment: Handling, s and design: d using media Communication and language: Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media		nunication and age: Listening and ion, Understanding ord: The world, all Development: g and Handling, sive arts and design: ing and using media	Communication and language: Listening and attention, Understanding the world: The world, Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media		Communication and language: Listening and attention, Understanding the world: The world. Physical Development: Moving and Handling, Expressive arts and design: Exploring and using media		Comm languo attenti the wo Physico Moving Express Explori	atters Reference: unication and age: Listening and on, Understanding utd: The world, al Development: g and Handling, sive arts and design: ng and using media aterials	
Skills:	Skills:		Skills:		Skills:		Skills:		Skills:		
Is able to follow directions (if not intently focused on own choice of activity).	ble to follow directions able to follow of intently focused on (if not intently		focused on (if not intently focused or		Is able to follow directions (if not intently focused on own choice of activity).		Is able to follow directions (if not intently focused on own choice of activity).		(if not i	to follow directions ntently focused on noice of activity).	
Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	Uses one-han and equipme makes snips ir child scissors.	nt, e.g.	, e.g. and equipment, e.g.		Uses one-handed tool and equipment, e.g. makes snips in paper v child scissors.	equipment, e.g. and equipme es snips in paper with makes snips ir		nt, e.g.	equipn	ne-handed tools and nent, e.g. makes paper with child	
Talks about why things happen and how things work	Talks about why things happen and how things work		Talks about why things happen and how things work		Talks about why things happen and how things work		Talks about why things happen and how things work			bout why things n and how things	
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Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props		Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props		Builds stories around to e.g. farm animals nee rescue from an armch 'cliff'. • Uses available resources to create pr	eding e.g. farm ani rescue from a 'cliff'. • Uses		nals needing n armchair vailable	e.g. fai rescue 'cliff'. • resource	from animals needing from an armchair Uses available test o create props port role-play.	

EYFS Design Technology



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