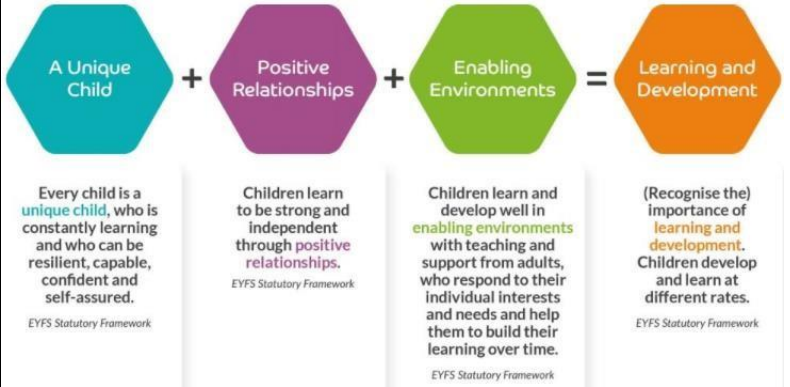


How the EYFS at Ashton Gate provides the foundations for understanding Design and Technology

| Principles and practice of EYFS – an overview | How the Characteristics of Effective Learning are fundamental to all current and future learning | How the prime areas of learning are fundamental to all current and future learning |
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| <p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child's development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child's needs, interests and feelings and supportive if child's own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children's communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language. Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p> | <p>Characteristics of Effective Learning</p> <p>Playing and Exploring</p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning</p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative and Critical Thinking</p> <p>THINKING Having their own ideas Making links Working with ideas</p> <p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter- connected.</p> <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be</p> | <p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> |

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| | <p>meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p> | <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p> |
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How the Early Years Foundation Stage provides the foundations for understanding of Design and Technology:

- Which EYFS areas of learning provide the foundations and background for NC DT?
- What is the foundational knowledge that supports the curriculum intent in this subject?
- How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD?
- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children's current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

- *Design*
- *Make*
- *Evaluate*
- *Technical Knowledge*

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

| Continuous Provision Play experiences with provocations for thinking and talk for DT | Core Books that link to foundational experiences & knowledge | Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us | Key Vocabulary that might be introduced & practised in interactions in play /activities |
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| <p><i>Block play – building Role play Food Junk modelling Large scale construction (blocks, tyres)</i></p> <ul style="list-style-type: none"> <i>• Loose part play Small scale construction – lego, duplo, mobilo etc. Small world play – designing layouts</i> | <p><i>Jabari Tries Audrey The Amazing Inventor Rosie Revere Engineer Oliver’s Fruit salad Three Little Pigs The Most Magnificent thing</i></p> <p><i>Non-fiction -</i></p> | <ul style="list-style-type: none"> <i>• Snack time – talking about healthy food.</i> <i>• Cooking activities.</i> <i>• Transition picnic – cooking activities</i> <i>• Making things for money week market</i> <i>• Specifically teaching and modelling</i> | <p><i>Join/attach/cut/stick/fold</i></p> <p><i>Build/design/make/plan/idea/use/why/reason/problem/solve</i></p> <p><i>Change/adapt/improve</i></p> <p><i>Scissors/tape/thread/needle/glue/string/hole punch/staple</i></p> <p><i>Healthy/unhealthy/fruit/vegetable/cut/cook/stir/grate/mix/weigh/measure/count</i></p> <p><i>Wheel/construction/block/lego/mobilio</i></p> <p><i>Why?/What fits/stronger/taller/stable</i></p> |
| <ul style="list-style-type: none"> <i>• Clip boards and ‘real life’ pictures in construction and junk modelling & outside.</i> <i>• Threading</i> <i>• Role play areas</i> | <p><i>Lift the Flap Engineering Rebel Girls The most important inventors of all time Encyclopaedia for kids- Great inventors and inventions in history Inventors- Robert Winston</i></p> | <p><i>cutting, joining and making techniques. Jabari Tries – inventing and designing Three Little Pigs designing houses</i></p> <ul style="list-style-type: none"> <i>•</i> <i>•</i> <i>• International Lego Day – inventor of Lego</i> | |
| <p>Further Actions/ Resources needed:</p> <ul style="list-style-type: none"> <i>• Real life pictures and clipboards in construction areas</i> <i>• Teach specific construction techniques</i> | | | |

