



## DT in the Early Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

***Physical Development***

***Expressive Arts and Design***

DT in EYFS		
<b>Reception</b>	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.
	Expressive Art and Design	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.
<b>ELG</b>	Physical Comment	Fine Motor Skills
		Use a range of small tools, including scissors, paintbrushes and cutlery.



	Expressive Arts and Design they have used.	Creating with Materials creations, explaining the process they have used.	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.
--	--------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------