



# EYFS: Expressive Arts & Design

## Overview with links to

# DESIGN & TECHNOLOGY



ALLANSON STREET

Challenging  
Inclusive  
Purposeful  
Empowering  
Memorable  
Knowledge-rich



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.



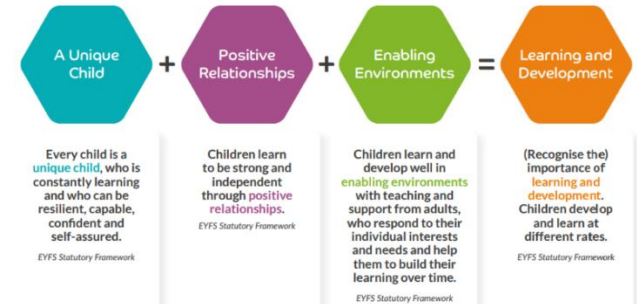
### Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020  
Revised July 2021



When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.

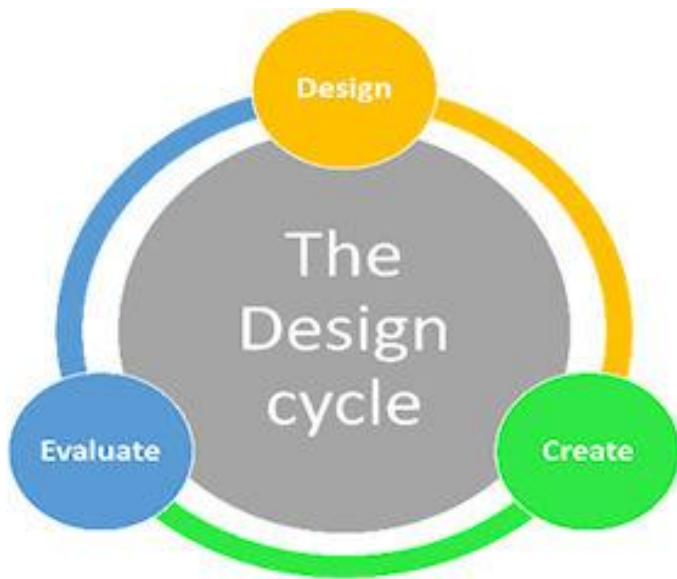


These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

# Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS Statutory Educational Programme



**Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.**

## The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

### Topic: Starting school/ Me & my family

Nursery  
(HT1)

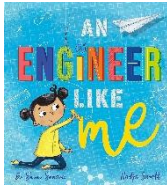
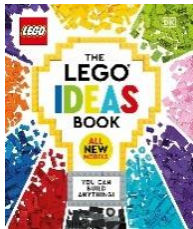
Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s understanding and skills in Design & Technology. Across the year, within provision, children will learn and develop skills in – designing, making, and evaluating. These skills are promoted and supported by the Early Years team.

During Autumn 1, Nursery will focus on **Starting school/Me & my family**. Through planned enhancements in continuous provision, the children will develop their Design & Technology skills. The activities may include:



- Scissor skills, making snips – in dough area & Creation Station
- Joining skills with glue (stick), tape etc.
- Exploring clay – 3 little pigs
- Construction toys - houses

### Topic: All about me!

Reception

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	What is the Creation Station?	<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>	Creation Station, create, build, make, LEGO, improve, sort, select, choose, glue, tape, black, blue, red, green, yellow, orange, purple, white, ribbon, string, paint, attach, construct.	Show the children the creation station. What can you do in it? We can build things. Model using the area – highlighting skills such as holding scissors, using glue. Model creating something and where to store it once complete. Model writing name on it to show others that something has been created. Encourage children to access the area and think about the purpose of their creations.		<p>Various inspirations through images and books.</p> <p>Enhancement of resources i.e. boxes, glue, tape etc.</p>
2	What can we do in LEGOLAND and the playdough area?	<ul style="list-style-type: none"> <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>		Recap on the creation station and how we can build/create things that can then be added to and improved. Show the children the LEGO book and challenges cards, explain that we can use the books to help us create things. Model creating something using LEGO. Label it with your name and place on the shelf. Explain to the children that they are not to move the creations can only be moved by the creator. Do this for the Playdough area also.		LEGO challenge cards.



Nursery  (HT2)	<b>Topic: Celebrations /Autumn</b>						
	<p>Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of <b>these experiences are planned and accessed within provision</b>. Each week, enhancements are used to support child’s understanding and skills in Design &amp; Technology. Across the year, within provision, children will learn and develop skills in – designing, making, and evaluating. These skills are promoted and supported by the Early Years team.</p> <p>During Autumn 2, Nursery will focus on <b>Celebrations/Autumn</b>. Through planned enhancements in continuous provision, the children will develop their Design &amp; Technology skills. The activities may include:</p> <ul style="list-style-type: none"> <li>- Scissor skills, making snips – in dough area &amp; Creation Station</li> <li>- Joining skills with glue (stick), tape etc.</li> <li>- Cooking - gingerbread</li> </ul>						
Reception  (HT2)	<b>Topic: Celebrations/Autumn</b>						
	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	What is a Diva lamp?  	- Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Roll, flatten, spiral, cylinder roll, indent, cut out, pierce, push, twist, plait, squeeze, thread roll, imprint, rolling pin, cut.	After reading the story ‘The Best Diwali Ever’, the children to discuss the festival of lights. Talk to the children about the diva lamps and their importance in the story of Rama and Sita. Using clay or salt dough, model creating a diva lamp using various tools including hands. Explain that once the lamps have dried, we will be able to paint them using special metallic paint. Children to create their own diva lamps using clay/salt dough.		Salt dough introduction and exploring  Introduction to PVA glue.  Kite making	



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – D&T

### Topic: Winter

Nursery  
(HT3)

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child's understanding and skills in Design & Technology. Across the year, within provision, children will learn and develop skills in – designing, making, and evaluating. These skills are promoted and supported by the Early Years team.

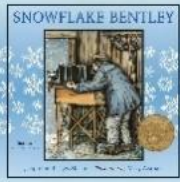
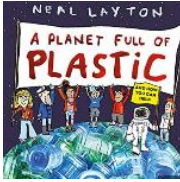
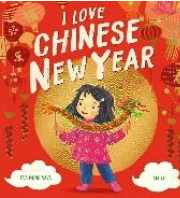
During Spring 1, Nursery will focus on **Winter**. Through planned enhancements in continuous provision, the children will develop their Design & Technology skills. The activities may include:

- Scissor skills, making snips – in dough area & Creation Station
- Joining skills with glue (stick), tape etc. paper folding (concertina) to create dragon puppet.

### Topic: Our Planet

Reception

(HT3)

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	How do you make a snowflake out of paper?	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Fold, cut, unique, paper, card, triangle, papier Mache, gluing, attach, stick,	After listening to the story 'Snowflake Bentley'. Children to share their experiences of snow. Can they remember a time when it snowed? Do they know anything about Snow to share with the class? Share any conversations and ideas. Recap on how snowflakes are all unique, just like us. Explain that we can use our cutting skills to make a unique snowflake out of paper. Model folding and cutting the paper. Children to create their own snowflake.		Scissor skills activities  <b>Introduction to clay</b>  Using clay modelling tools.
2	How can we make a planet out of paper and glue?	To join materials effectively. Return to and build on their previous learning, refining ideas and developing their ability to represent them.		Recap on the 'Planet full of Plastic' book and how we can reduce, recycle, reuse. Talk about how we can use materials and create new things. Explain what papier-mâché is and how we can recycle old newspapers to create things. Model creating a planet using strips of paper, PVA glue and a balloon. Children to do the same and come back to it to paint and decorate their planet.		Chinese New Year animal grafts – origami  Paper plane building
3	Can you make a dragon and lantern for Chinese New Year?	Explore, use and refine a variety of artistic effects to express their ideas and feelings.		After reading the story, 'I love Chinese New Year', talk to the children about some of the traditions associated with this celebration. Explain that we are going to be creating a Chinese New Year lantern and dancing paper dragon. Model to the children how they can create their dancing dragon using card glue and sticks. Model creating a lantern using paper, scissors, glue, card and coloured pens. Children to then create their own with their new knowledge and skills.		



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – D&T

### Topic: Plants & Life Cycles

Nursery

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s understanding and skills in Design & Technology. Across the year, within provision, children will learn and develop skills in – designing, making, and evaluating. These skills are promoted and supported by the Early Years team.

(HT4)

During Spring 2, Nursery will focus on **Plants & Life cycles**. Through planned enhancements in continuous provision, the children will develop their Design & Technology skills. The activities may include:

- Scissor skills, making snips – in dough area & Creation Station
- Joining skills with glue (stick), tape etc.
- Cooking – fruit salad – linked to Very Hungry Caterpillar story.

### Topic: Animals of Land and Sea

Reception

(HT4)

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	<p>How do you make a funny, Easter pop out card?</p> <p>What could we make to put our Easter eggs in?</p>	<p>- To create an Easter card using a simple mechanism.</p> <p>To join materials effectively.</p> <p>To review the design of other mechanisms.</p> <p>To create a structure of an Easter Basket.</p>	<p>Construct, join, attach, glue, mechanism, fold, design, make, create,</p>	<p>Talk to the children about the celebration of Easter – how do people celebrate Easter? Link back to previous celebrations – gift giving and card giving. Show the children some funny Easter cards that have mechanisms. Show them and ask which ones they like. What do we like about them. Ask the children which one they would like to make. Model making the card explaining the process to make it.</p> <p>Explain that we also need to make a basket for the Easter bunny to deliver their chocolate eggs in. show the children how to create a basket using scissors, card and glue.</p> <p>Children to create their own pop out Easter Card and Easter basket,</p>		<p>Split pin animals.</p> <p>Animal masks</p> <p>Animal clay</p> <p>Animal salt dough</p> <p>Habitat structures</p> <p>Animal cages</p>



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – D&T

### Topic: Farm animals & Life Cycles

Nursery  
(HT5)

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s understanding and skills in Design & Technology. Across the year, within provision, children will learn and develop skills in – designing, making, and evaluating. These skills are promoted and supported by the Early Years team.

During Summer 1, Nursery will focus on **Farm animals & Life cycles**. Through planned enhancements in continuous provision, the children will develop their Design & Technology skills. The activities may include:

- Scissor skills, making snips – in dough area & Creation Station
- Joining skills with glue (stick), tape etc.
- Design a farm play world using a variety of materials.

### Topic: Traditional Tales

Reception  
(HT5)

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	Can you make a stew for the giant?	- To measure and mix ingredients. - To cut and cook vegetables To know a healthy diet	Ingredients, scone, mix, batter, knife, mixing bowl, wooden spoon, stir, kneed, roll, combine, cook, bake, make,	After reading the text <b>'Jack and the Beanstalk'</b> – explain that the giant is hungry for some stew. Explain what a stew is and how this was a meal lots of people use to eat on a daily basis. Explain that we are going to use vegetable to make the stew. Children to make a list of the ones they want to use. Adult to model cutting and preparing vegetables. Children in groups to make their own vegetable stew. Children to also try it and discuss the flavours and benefits health-wise.		Construct houses for the three little pigs using variety of materials.  Beanstalk construction in playdough
2	Can you make your own gingerbread house?	- To measure and mix ingredients. - To cut out and bake.		After reading the text <b>'Hansel and Gretel'</b> – explain that we are going to be making our very own gingerbread houses from scratch by mixing ingredients such as flour and sugar. Model the process of making gingerbread with the support and help from the class. Children to help weigh out and mix ingredients. Children to use house cutters to cut out gingerbread. Once baked, children to decorate and eat.		Real food in home corner.  Healthy eating sorting.
3	Can you make a healthy lunch for the big bad wolf?	- To know what a healthy lunch is. -To prepare and clean equipment and food. - To know healthy snacks vs nonhealthy snacks.		After reading the text, <b>'The Three little pigs'</b> ask the children about healthy eating? Is eating pigs everyday healthy? Explain that foods need to be eaten in moderation. Challenge the children to make a healthy packed lunch for the big bad wolf. What should we give him? Show the children the eat well guide i.e. dairy, vegetables. Ask the children to come up with a healthy sandwich using the ingredients provided. Children to make the packed lunch to test out.		Mud kitchen focus on healthy foods,
4	Can you follow Woflie’s Scone Recipe?	- To follow instructions on a recipe. - To measure and mix ingredients		After reading the text, <b>'Wolfie’s Secret'</b> ask the children to discuss the recipe on the back. Talk about the list of ingredients and amounts. Children to support the adult in weighing out the ingredients and mixing. Children to create the batter and roll out their own scone ready for the oven. Children to eat their creations and discuss the flavours and process.		



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – D&T

### Topic: Journeys

Nursery  
(HT6)

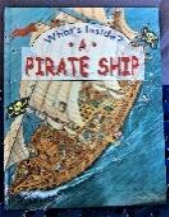

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s understanding and skills in Design & Technology. Across the year, within provision, children will learn and develop skills in – designing, making, and evaluating. These skills are promoted and supported by the Early Years team.

During Summer 2, Nursery will focus on **Journeys**. Through planned enhancements in continuous provision, the children will develop their Design & Technology skills. The activities may include:

- Scissor skills, making snips – in dough area & Creation Station
- Joining skills with glue (stick), tape etc.
- Children to design and make a vehicle using a variety of joining skills and materials.

### Topic: Journeys and Pirates

Reception  
(HT6)

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	How do you make a pirate ship?	<ul style="list-style-type: none"> <li>- To use materials to construct a ship.</li> <li>- To join materials together using glue, tape, PVA glue etc.</li> <li>- To know materials are used because of their qualities.</li> </ul>	Mechanism, join, construct, plan, design, create, improve, pulley, puppet, puppeteer, fix, glue, controlled, adjust, pierce,	<p>Look through the book ‘A Pirate Ship’, what features do we know are on a pirate ship – cannons, deck, sails etc. Discuss the materials they are made out of and why those materials were used rather than metal or plastic (pirate boats are very old and so metal and plastic wasn’t used). Talk to the children about how the materials were stuck together? What was used?</p> <p>Explain that in groups, children are going to be tasked with creating their own pirate boat that will float. Children will need to create and test their ship and find out which materials will be best for their construction. Will you add cannons? Sails? Etc.</p>		<p>Sword (cutlass) making</p> <p>Outdoor construction area – ship building.</p>
2	Can you make a moving puppet?	<ul style="list-style-type: none"> <li>- To join materials together using glue, tape, PVA glue etc.</li> <li>- To use split pins and wool to make moving parts (a mechanism)</li> </ul>		<p>After reading ‘The Pirate Cruncher’, reflect on the fiddler. What do we notice about him? He is a puppet; he is being controlled by his master. Talk about how we know this and look back on previous pages. Show the children a video of a puppet show and how strings and pulleys are used to make the puppet look like its moving in real life. Show the children how we can add string to teddies to make puppets.</p> <p>Model using split pins and sting to create a moving puppet. Children tasked with creating their own puppet.</p>		



## What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

## What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. Resources, throughout the year, change to challenge the children and provide resources that are appropriate with their ability. An example linked to Design and Technology, while learning about the moon landing, staff will add additional objects to build with including new tape and glue to allow experimentation with attaching materials together. This will allow children to further develop their knowledge and skills of printing and patterns and promote independent experimentation.

Children could be found learning about ‘Design and Technology’ (Expressive Arts and Design) in all areas of the continuous provision, indoor and outdoor. We provide lots of opportunities to practise and revisit skills within our ‘Creation Station’.

# Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

## Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this.** **Early years foundation stage statutory framework (2023)**

## Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGS), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

**The ELG’s are a statutory assessment and not how we plan our curriculum.**

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

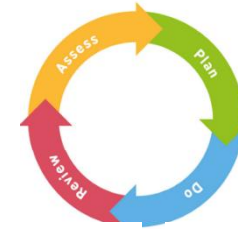
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

## Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

**Assessment Doughnut tool**

