

EYFS Curriculum links
Design and Technology

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Expressive Art and Design		
Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make	Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.	• Messy play e.g. cornflour, jelly, slime • Drawing pattern in the mud with sticks • Painting the walls with water and paintbrushes • Children being able to put their hands and their feet in paint • Using drawing programmes on an iPad • Adults and children using the colour names
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas	Stimulate young children's interest in modelling. Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered. Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them	• Modelling with blocks • Modelling with clay • Modelling with wood • Modelling with clay • Modelling with play dough • Children being able to access tools to aid their modelling • Children being able to access materials to join their models
Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Offer opportunities to explore scale. Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.	• Drawing on long strips of wallpaper • Drawing on paper taped underneath a table • Child size boxes to use for construction and creation • Range of different surfaces being used to mark make on • Visits from artists • Children looking and talking about the work of an artist

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		Children have access to glue, tape, junk modelling, boxes, paper clips and fasteners etc.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.	- Construction kits - Small world play - Large and small scale construction - Junk modelling - Loose parts play
Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g., paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.	- Children accessing glue, tape, paperclips and other fastenings independently - Children designing on a range of surfaces using a range of materials - Cooking activities - Construction and small world play
EYFS 2021 Early Learning Goal (Statutory) Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Expressive Art and Design