

Early Learning Goals	Learning opportunities (Design and Technology area covered)
Communication and language	Listen and follow instructions accurately when using tools and practising techniques. When responding to questioning, explain how their own and others' products work, say who they think they are for and what purposes they fulfil. They develop technical vocabulary and learn how to express their ideas for what they want to design and make- changes in material, sort materials based on properties, making a sandwich.
Personal, social and emotional development	Explore empathy, values and needs of users. Unique opportunities for children to develop their self confidence and self awareness, manage their feelings and make relationships- develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Trial and error not failure activities through challenge time- making a boat. Healthy foods, importance of eating plenty of fruits and vegetables.
Physical development	Fine and gross motor experiences, sensory explorations and co-ordination such as using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Twisting, pushing and pulling. - Tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Threading and sewing, woodwork, pouring, stirring, making models with junk materials, construction kits and malleable materials like clay.
Literacy	Discuss their creations and those made by other people. Discussion throughout the process of creation allows early opportunities for an iterative approach and analytical thinking. DT provides contexts for children to communicate about what they have made and designed- clipboards, chalk on pavement, label creations, captions, non-fiction books on machines, factories, products etc.
Mathematics	Explore and further their understanding of shapes, spatial awareness and measure. Developing a risk-taking approach is also key and should help to embed a growth mindset which is vital for D&T.- Play with blocks and boxes, stacking, comparing sizes of objects, repeating patterns and building sets, shapes in real life, folding paper to make new shapes,
Understanding the world	Think about how a range of everyday and less familiar products are used in places such as schools and homes. Select and use these products for particular purposes and investigate and evaluate them. Talk about features of their indoor and outdoor environment. To support their learning in design and technology, it is essential the built or design and made world is explored.- Discuss how we care for the natural world around us.(under the sea). Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water
Expressive arts and design	Creative development, using a wide range of materials, tools and other resources. Draw on the 'arts' when they are designing and making. Discuss different users, the purpose of their product and how it works (function). 'Something for Somebody for Some purpose'. Children should be using a variety of materials and engage in imaginative role-play where they create and use indoor and outdoor environments based on the designed and made world. - Joining materials, adhesive tape and different sorts of glue. Use a range of materials and tools and use with care and precision, construction kits, making a kite, making a book, drawing, model making, mask making.

Year R cover DT in their daily challenge time, where they experiment and explore with products, planning verbally, making and creating. They are also able to share ideas and evaluate their work verbally during review time and through questioning during challenge time adapt their creations.