



## Early Years Overview of skills and Knowledge

Nursery

2026-2027

Design Technology in Early Years is taught through Expressive Arts and Design in continuous provision through weekly topics.

Home learning projects:

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| Can you make a paper plate face?<br>Uses 3D and 2D structures to explore materials and/or to express ideas.<br>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc... | Junk modelling a dinosaur<br>Uses 3D and 2D structures to explore materials and/or to express ideas.<br>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc... |
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Continuous provision:

Expressive Arts and Design

Uses 3D and 2D structures to explore materials and/or to express ideas.

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.

Physical Development - Fine Motor Skills

Uses one-handed tools and equipment, for example, making snips in paper with scissors

Use a comfortable grip with good control when holding pens and pencils

Handles tools, construction and malleable materials safely and with increasing control and intention.

Use simple tools to effect changes to materials.

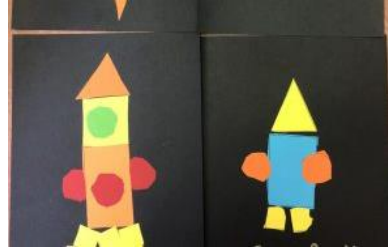


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|  | EYFS 3 and 4 year olds objectives. <b>Physical Development: Fine Motor Skills Expressive Arts and Design: Exploring Media and Materials</b> |                   |                                                                                                                                             |                                                             |                                                                                                                                                                              |
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|  | EYFS objectives                                                                                                                             | Topic / question  | Knowledge                                                                                                                                   | LO                                                          | Vocabulary                                                                                                                                                                   |
|  | Develop their own ideas and then decide which materials to use to express them.                                                             | Billy Goats Gruff | To select materials to build a bridge for the goats                                                                                         | I can build a bridge using different materials              | Goats, build, bridge, troll, create, cross, walk, river                                                                                                                      |
|  | Handles tools, construction and malleable materials safely and with increasing control and intention.                                       | Autumn- leaves    | Know and name what equipment and ingredients you need to make a biscuit<br>Know the importance of washing your hands prior to food handling | I can use ingredients and equipment to make a leaf biscuit. | equipment, ingredients, wash hands, food handling, biscuit, decorate, make, red, green, bowl, powder, water, liquid, gluey, dry, stick, spread, all over, to set, bake, oven |

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|  | <p>Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p>Join different materials and explore different textures.</p> <p>Use simple tools to effect changes to materials.</p> | Bonfire Night           | <p>To name some 2D Shapes.</p> <p>To express ideas by selecting correct 2D shapes to create a rocket</p>                                               | <p>I can make a rocket using 2D shapes</p>                                  | <p>Rocket, bonfire, fireworks, square, rectangle, triangle</p>                                                                                                                      |
|  | <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p>                                                                                           | Pudsey/Children in Need | <p>Know and name what equipment and ingredients you need to make a biscuit</p> <p>Know the importance of washing your hands prior to food handling</p> | <p>I can use ingredients and equipment to decorate a Pudsey biscuit.</p>  | <p>equipment, ingredients, wash hands, food handling, biscuit, decorate, make, red, green, bowl, powder, water, liquid, gluey, dry, stick, spread, all over, to set, bake, oven</p> |

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|  | Use simple tools to effect changes to materials. Handles tools, construction and malleable materials safely and with increasing control and intention. | Harvest          | Know and name what equipment and ingredients you need to make bread<br>Know the importance of washing your hands prior to food handling | I can use ingredients and help knead the dough we make for bread                                                                                                                              | equipment, ingredients, wash hands, food handling, biscuit, decorate, make, red, green, bowl, powder, water, liquid, gluey, dry, stick, spread, all over, to set, bake, oven |
|  | Use simple tools to effect changes to materials. Handles tools, construction and malleable materials safely and with increasing control and intention. | Chinese New Year | Know that Chinese culture has hand fans<br>Know the function of a fan                                                                   | I can use skills to create and decorate a Chinese fan.<br><br><small>theprintinterestedparent.com</small> | Chinese New Year, envelope, money, good luck, red, paint, Chinese symbols, love, money, hope, wealth.                                                                        |



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|  | <p>Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> | Transport | <p>Know and name different vehicles</p> <p>Know and name features vehicles need</p> <p>Name 3D shapes and talk about their properties</p> <p>Know and name and use junk modelling materials to make a 3 dimensional model</p> | <p>I can work collaboratively to make a 3 dimensional vehicle using junk modelling materials.</p>  | <p>vehicles, bus, car, lolly, ice cream van, ambulance, fire engine,</p> <p>shapes, 3D, 3 dimensional, cube, cylinder, cone, sphere, pyramid, windows, wipers, doors, exhaust, lights, sun roof, bonnet, boot, wheels, tyres</p> <p>junk modelling, tubes, yogurt pots, bottles, cartons, cardboard boxes, egg boxes, lids, foil, masking tape, wrap, twist, cut, glue, fix, scissors</p> |
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|  | <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | <p>The gingerbread man</p> | <p>Retell the story The gingerbread man<br/>Name different ingredients that could be used to decorate the cookies<br/>Describe the taste of the gingerbread cookie</p> | <p>I can use sweets and icing sugar to decorate a gingerbread cookie.</p>  | <p>gingerbread man, story, retell, cook, bake, mix, blend, bind, cookie, biscuit, cutter, decorate, equipment, bowl, jug, spoon, whisk, ingredients, wash hands, food handling, taste, eat, mouth, lips, tongue, enjoy, delicious, yummy, nice, crunchy, sugary, sweet, icing sugar, squeeze, sweets, sprinkles,</p> |
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|  | <p>Uses one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>                                  | Growing Fruits and vegetables | <p>To name some fruits and vegetables</p> <p>To talk about likes and dislikes</p> <p>To make a fruit salad</p>                                                                                   | I can make a salad using fruits I recognise.                                                                                                                                                          | <p>Fruit, knife fruit tasting, taste, yummy, sweet, sour, slimy, crunchy, soft, kiwi, strawberries, blueberry, grapes, banana.</p>                                                                                                                              |
|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | Pancake day                   | <p>Know what equipment and ingredients you need to make pancakes</p> <p>Know and name different toppings which go on pancakes</p> <p>Use adjectives to describe what the pancakes taste like</p> | <p>I can make pancakes.</p> <p>I can eat my pancake with my chosen topping and describe what it tastes like.</p>  | <p>equipment, ingredients, wash hands, food handling, flour, egg, milk, mix, bowl, pan, flip, pancakes, toppings, sugar, lemon juice, jam, syrup, chocolate spread, taste, eat, mouth, lips, tongue, enjoy, delicious, yummy, nice, crunchy, sugary, sweet,</p> |



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|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | <p>People who help us</p> | <p>Know some of the people that help us.</p> <p>Know what vehicles are used and the features.</p> <p>Name key vocabulary for police</p> | <p>To use paint and cut outs to create a paper plate police car</p> | <p>Police, wheels, siren, uniform, tyres,</p> |
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|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | <p>Easter</p>      | <p>Know why Christians celebrate Easter</p> <p>Know how to melt chocolate</p> <p>Know and name what equipment and ingredients they need to make cornflake cakes</p> | <p>I can follow instructions to make a cornflake cake.</p>  | <p>Easter, Christian, celebration, Jesus, cornflake cakes, chocolate, solid, cereal, cornflakes, mini eggs, make, decorate, melt, microwave, mix, liquid, mixing bowl, wooden spoon, cupcake cases, preparation, ingredients, equipment, solid, runny, bind, spread,</p> |
|  | <p>Develop their own ideas and decide which materials to use to express them.</p>                                                                                                                                    | <p>Superheroes</p> | <p>Know about superheroes and their costumes. Know how to use glue to fix things to different areas.</p>                                                            | <p>I can create my own supertato</p> <p>I can select my own media and materials.</p>                                                           | <p>Superheroes, supertato, cape, belt, mask, stick, glue, tape, tissue paper, felt.</p>                                                                                                                                                                                  |



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|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | Knights   | <p>Know what a knight is and what they do</p> <p>Know that knights have shields</p>                                            | I can use paint and glue to create a shield                                                      | Shield, knight, dragon, protect, armour, dragon            |
|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | Bear hunt | <p>I know what a bear is</p> <p>I can retell going on a bear hunt</p> <p>Know we're making a sandwich to go on a bear hunt</p> | <p>I can choose my sandwich filling</p> <p>I can use a cutter to make my teddy bear sandwich</p> | Bear. Hunt, smell, taste, touch, like, dislike, hear, feel |



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|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> <p>Develop their own ideas and decide which materials to use to express them.</p> | <p>Pirates</p> | <p>Know what a pirate is</p> <p>Know what a pirate travels in</p> <p>Know some features of a boat</p> | <p>I can make a pirate boat that can float in water with a sail</p> | <p>Pirate, flag, boat, craft, ship, water, sea, sail,</p> |
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|  | <p>Manipulates a range of tools, equipment in one hand- tools include paintbrushes, scissors etc...</p> <p>Handles tools, construction and malleable materials safely and with increasing control and intention.</p> | <p>Summer</p> | <p>Know that the weather is hotter in Summer</p> <p>Know ways to cool down</p> | <p>I can make a fruit ice lolly of my choice</p> | <p>Fruit, ice, cold, make, summer, hot, warm, sun</p> |
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