



# Chapel Street Community Primary School

## EYFS: EAD DT: Intent

### September 2022



Within the EYFS at CSCPS, we pride ourselves on providing a broad and well-balanced curriculum. Our specific areas of learning and characteristics of effective learning are developed through well planned, motivational activities within Continuous Provision and Carpet Times.

A designer and creator within EYFS will experience;		Be able to ...
<ul style="list-style-type: none"> <li>• Opportunities to explore and develop creative ideas.</li> <li>• Time to practise and embed skills and knowledge.</li> <li>• Working collaboratively and independently, developing their confidence.</li> <li>• Thinking creatively, critically and to problem solve.</li> <li>• a range of making resources to explore and experience including:               <ul style="list-style-type: none"> <li>○ paper and card</li> <li>○ textiles</li> <li>○ building materials</li> <li>○ junk modelling</li> <li>○ and mixed-media</li> <li>○ materials</li> <li>○ tools</li> <li>○ 3D modelling materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guided groups which focus on developing safe use of tools to manipulate and join materials.</li> <li>• Opportunities to develop subject language</li> <li>• Support and encouragement to problem solve, think critically and discuss strategies.</li> <li>• Learning about designers, architects, craft-people and craft movements.</li> <li>• Looking at and discussing work of designers, architects, crafts people and movements.</li> <li>• Learning to see and discuss similarities and patterns, including purpose, style, content, cultural links.</li> <li>• Developing confidence in expressing own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore material and develop ideas about how to best use them.</li> <li>• Join construction pieces together, to build and balance.</li> <li>• Use joining techniques when junk modelling.</li> <li>• Safely use tools to explore and join materials.</li> <li>• Share my creations, explaining the processes used.</li> <li>• Use resources to create props to support role-play.</li> <li>• Discuss their choices, likes, dislikes, and processes.</li> <li>• Ask questions to further their knowledge and interests.</li> </ul>
in play	in group time	