

## Design and Technology Curriculum End Points

EYFS	KS1			KS2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of Reception,</p> <p>Create their own designs.</p> <p>Share and talk about their creations.</p> <p>Understand how to keep themselves safe when using equipment.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p>	<p>By the end of Year 1 children will:</p> <p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas in/on card and paper</p> <p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p>	<p>By the end of Year 2, children will:</p> <p>Generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p> <p>Begin to select tools and materials; use</p>	<p>By the end of Year 3, children will</p> <p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p> <p>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble</p>	<p>By the end of Year 4, children will</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Evaluate products and identify criteria that can be used for their own designs</p>	<p>By the end of Year 5, children will</p> <p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>By the end of Year 6, children will</p> <p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a detailed design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Understand how key events and individuals in design and technology have</p>

	<p>Use tools eg scissors safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p>	<p>vocab' to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple product</p> <p>Use basic sewing techniques</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria</p>	<p>components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Measure, tape or pin, cut and join with some accuracy</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use simple graphical communication techniques</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Pin, sew, stitch or weave materials together create a product</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>	<p>helped shape the world.</p> <p>Select appropriate tools, materials, components and techniques.</p> <p>Use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Assemble components and make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p>
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