Holy Family Catholic Primary School

Design Technology End Points

Design Technology

Intent

I will be creative and imaginative to design and make products that solve real and relevant problems.

Intent	To support our pupils in answering the question, "How do we design, make and evaluate solutions to real and relevant problems?" Using creativity and innovation, we inspire pupils to develop skills which impact on daily life.	
EYFS	**Key Stage 1**	**Key Stage 2**
• 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.	• Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Use the basic principles of a healthy and varied diet to prepare dishes.	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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	• Understand where food comes from.	• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • Apply their understanding of computing to program, monitor and control their products.