



End Points for DT at St Mary's RC Primary School, Bacup

Skills	EYFS	KS1 (Y2)	LKS2 (Y4)	UKS2
Design	<ul style="list-style-type: none"> *Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design * Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Plan by drawing using annotated sketches. *Use prototypes to develop and share ideas. *Consider aesthetic qualities of materials chosen 	<ul style="list-style-type: none"> *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
Make	<ul style="list-style-type: none"> *Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects 	<ul style="list-style-type: none"> *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<ul style="list-style-type: none"> *Select from a wider range of tools and equipment to perform practical tasks *Select from limited range of materials according to their functional properties. 	<ul style="list-style-type: none"> *Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

	<ul style="list-style-type: none"> *Select tools & techniques to shape, assemble and join *Replicate structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose 	<ul style="list-style-type: none"> *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> *Begin to use appropriate finishing techniques. 	<ul style="list-style-type: none"> *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 *Use research and information to inform decisions.
Evaluate	<ul style="list-style-type: none"> *Adapt work if necessary *Dismantle, examine, talk about existing objects/structures *Consider and manage some risks *Practise some appropriate safety measures independently *Talk about how things work *Look at similarities and differences between existing objects / materials / tools *Show an interest in technological toys *Describe textures 	<ul style="list-style-type: none"> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> *Draw/ sketch existing products in order to analyse and understand how products are made. *Consider and explain how the finished product could be improved. 	<ul style="list-style-type: none"> *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

Technical knowledge – materials/structures		*Build structures, exploring how they can be made stronger, stiffer and more stable	* Develop understanding of how structures are strengthened, stiffened and reinforced.	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Technical Knowledge - Mechanisms		*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	* Develop understanding of and use some mechanical systems e.g. levers and linkages.	*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] *Use electrical systems with series circuits incorporating switches, bulbs, buzzers and motors.
Technical Knowledge - Textiles		N/A		*think about user's wants/needs and aesthetics when choosing textiles *make product attractive and strong *make a prototype *use a range of joining techniques *think about how product might be sold

				<p>*think carefully about what would improve product</p> <p>*understand that a single 3D textiles project can be made from a combination of fabric shapes.</p>
Technical Knowledge – Food and Nutrition	<p>*Know the basic principles of a healthy diet to create a healthy dish. Understand where food comes from. *Work safely and hygienically.</p>	<p>*Use the basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from.</p>	<p>*Plan a snack showing a greater awareness of a healthy diet and show awareness of portion size. *Understand seasonality. *With supervision, use a serrated knife or a peeler and dice and grate food.</p>	<p>*Understand and apply the principles of a healthy and varied diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught. *Choose ingredients to support healthy eating choices when designing food products. *prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.</p>

