

**South Avenue Primary School**  
**Design and Technology End Points**



**Design and Technology Curriculum Intent**

At South Avenue Primary School, we believe Design Technology is a vital and integral part of the children's education which develops learning and results in the acquisition of knowledge and skills. We have designed our Design Technology curriculum with the intent to promote the child's physical, mental, cultural, moral and spiritual development to become an ambitious, encouraging and resilient young person who has a passion for learning and achieving. The curriculum is designed to: fulfil the National Curriculum Design Technology Programmes of study, to provide a broad and balanced curriculum which develops children's appropriate subject knowledge, skills and understanding in various techniques and materials. This is achieved by recognising the child's prior learning, allow the child to express their individual creativity through observing, recording, opportunities for first-hand experiences and from imagination, whilst developing competency in controlling a variety of materials, tools, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables children to develop curiosity and a natural wonder of the world around them, therefore linking strongly with our school values and to develop life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is in providing opportunities, developing responsibilities and experiences to extend their horizons for later life.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Design (Generating ideas)	<p><b>EYFS</b>  <u>Expressive Arts and Design</u></p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>Communication, Language and Literacy</u></p> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><i>There will be other aspects within the EYFS Curriculum that are not included here but these are the main areas covered.</i></p>	<p><b>KS1</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria ♣</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p><b>KS2</b></p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>					
	<p>They can select appropriate inspiration from visuals (<b>mood board</b>)</p> <p>They will be able to draw a simple design they are going to make whilst thinking about the purpose/colour and shape. (<b>design</b>)</p> <p>They can verbally discuss their product as it progresses.</p>	<p>They will be able to plan what they are making through a design idea that relates to the brief. (<b>design idea</b>)</p> <p>They will be able to explain what they are making and what they like about their design (<b>annotation</b>)</p> <p>They can discuss their product as it progresses. (<b>annotations</b>)</p>	<p>They show and understand the design criteria (<b>explore brief</b>)</p> <p>They will be able to plan what they are making through a few design ideas that relates to the brief. (<b>design ideas</b>)</p> <p>They will be able to explain what they are making and the materials they are using. He/she will be able to explain what they like about their design and how they</p>	<p>They show and understand the design criteria and begins to use this to inform ideas (<b>explore brief</b>)</p> <p>They will be able to plan what they are making and what tools to use, through some design ideas that relates to the brief. (<b>design ideas</b>)</p> <p>They will be able to explain what they are making and begin explaining why they are using the materials. He/she will be able to explain</p>	<p>They show and understand the design criteria and uses this to inform ideas to meet some requirements (<b>design brief</b>)</p> <p>They will be able to plan what they are making and what tools to use, through a range of design ideas that relates to the brief. (<b>design ideas</b>)</p> <p>They will be able to explain what they are making and explain why they are using some of the materials. He</p>	<p>They show and understand the design criteria and uses this to inform ideas to meet a range of requirements (<b>design brief</b>)</p> <p>They will be able to plan and create a range of initial ideas and begin to decide if it is fit for purpose (<b>initial design ideas</b>)</p> <p>They will be able to explain what they are making and the materials</p>	<p>They will evaluate the brief and state how it informs their ideas. (<b>design brief</b>)</p> <p>Will select own existing products to evaluate and give ideas for their own work. (<b>existing products on computers?</b>)</p> <p>They will be able to explain what they are making and the materials they are using. He/she will be able to describe products function, appeal, and target market (<b>annotations</b>)</p>	

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			<p>might make it better. <b>(annotations)</b></p> <p>They will be able to select appropriate techniques for a product. <b>(label techniques onto design)</b></p> <p>They can model an idea. <b>(model homework)</b></p> <p>They can discuss their product as it progresses. <b>(annotations)</b></p>	<p>what they like about their design and how they might make it better as they are create the product. <b>(annotations)</b></p> <p>They will be able to select appropriate tools/equipment and techniques for a product <b>(label techniques onto design)</b></p> <p>He/ she can model an idea. <b>(model homework)</b></p>	<p>she will be able to explain what they like about their design and how they might make it better as they relate their explanation to the original design brief. <b>(annotations)</b></p> <p>They will be able to select appropriate tools and equipment whilst explaining choices in relation to techniques for a product <b>(label techniques onto design)</b></p> <p>They can model an idea with increasing accuracy. <b>(model homework)</b></p>	<p>they are using. He/she will be able to describe products against specification, considering purpose and appearance <b>(annotations)</b></p> <p>They will be able to select appropriate tools and equipment whilst explaining choices in relation to techniques for a product to create a final design <b>(label design to create final design)</b></p> <p>They can model and refines ideas using a prototype <b>(homework)</b></p>	<p>They create a range of labelled initial ideas that will inform their development <b>(initial idea page)</b></p> <p>They develop ideas through final design. <b>(final design)</b></p> <p>He/she creates a prototype of their design <b>(homework)</b></p>
<p>Making skills</p>	<p><b>EYFS</b> <b>Physical Development</b></p> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p><b>Communication, Language and Literacy</b></p> <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><i>There will be other aspects within the EYFS Curriculum that are not included here but these are the main areas covered.</i></p>	<p><b>KS1</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>KS2</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p>				
	<p>They will follow instructions during making process. <b>(follow instructions)</b></p>	<p>They will be able to make their outcome from a plan. <b>(Follow plan)</b></p>	<p>They will be able to make their outcome from a plan. <b>(put steps in order and follow plan)</b></p>	<p>They will be able to make their outcome from a plan with increasing accuracy. <b>(put steps in order and follow plan)</b></p>	<p>They will be able to make their outcome from an accurate plan which includes some ideas of how to make their product. <b>(put</b></p>	<p>They will be able to make their outcome from an accurate plan which includes steps of how to make their product. <b>(plan of making)</b></p>	<p>They create a detailed plan of making to explain how to make their product <b>(plan of making)</b></p> <p>They works with a range of tools and equipment safely and</p>

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	<p>They will be able to identify the use of some tools they will use. <b>(equipment page)</b></p> <p>They will attempt techniques and skills while creating an outcome with assistance. <b>(make)</b></p>	<p>They will be able to select appropriate tools and explain their use. <b>(equipment page)</b></p> <p>They will start to understand some of the material properties <b>(material page)</b></p> <p>They will carefully use techniques and skills while creating an outcome with little assistance. <b>(make)</b></p>	<p>They will be able to select arrange of tools, explain their use and identify any hazards. <b>(equipment page)</b></p> <p>They will understand material properties <b>(material page)</b></p> <p>They will create their outcome with some accuracy. <b>(make)</b></p>	<p>They will be able to select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. <b>(equipment page)</b></p> <p>They will understand material properties and begins selecting materials for their purpose. <b>(material page)</b></p> <p>They will create their outcome with increasing accuracy. <b>(make)</b></p>	<p><b>steps in order and follow plan)</b></p> <p>They will be able to select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. <b>(equipment page)</b></p> <p>They will understand material properties and selects materials to suit the design brief <b>(material page)</b></p> <p>They will create their outcome with increasing precision and accuracy. <b>(make)</b></p>	<p>They will be able to work with a range of tools with increasing accuracy safely. Explain their use and why they are fit for purpose, whilst identify any hazards. <b>(equipment page)</b></p> <p>They will understand the key material properties. Begins describing their properties to suit the purpose <b>(material page)</b></p> <p>They will create and reflect on their skills of making and use increasing precision. <b>(make)</b></p>	<p>accurately. Explain their use; identify any hazards and preventions. <b>(equipment list)</b></p> <p>They will describe key features of different materials and mechanisms. Describe their aesthetic qualities and how they are used for purpose. <b>(fabric/ technique page)</b></p> <p>They will create and reflect on their skills of making while creating their outcome with precision. <b>(make)</b></p>
Evaluate	<p><b>EYFS</b> <u>Communication, Language and Literacy</u></p> <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><i>There will be other aspects within the EYFS Curriculum that are not included here but these are the main areas covered.</i></p>	<p><b>KS1</b> Explore and evaluate a range of existing products ♣</p> <p>Evaluate their ideas and products against design criteria.</p>	<p><b>KS2</b> Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world- Existing products that have changed the way we live.</p>				
	<p>They can verbally explain what they think they did well and what they would change <b>(evaluation)</b></p> <p>They can verbally explain how they made the product <b>(evaluation)</b></p>	<p>They can investigate existing products and what they do and what they are made off. <b>(existing products)</b></p>	<p>They can investigate existing products and say how they work, what they do and what they are made off. <b>(existing products)</b></p>	<p>They can investigate similar existing products and begin to explain how they are fit for purpose. <b>(existing products)</b></p>	<p>They investigates similar existing products and uses these to support own ideas. <b>(existing products)</b></p>	<p>They investigates similar existing products and uses these to support own ideas, whilst beginning to use these</p>	<p>They will evaluate the brief and state how it informs their ideas. <b>(design brief)</b></p> <p>They will select own existing products to evaluate and give</p>

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		<p>They can evaluate their outcome explaining what they think was <b>(evaluation)</b></p> <p>They will be able to explain what they are making and what they like about their design <b>(annotation)</b></p> <p>They can discuss their product as it progresses. <b>(annotations)</b></p>	<p>They can evaluate their outcome explaining what they think was successful and identify any challenges. <b>(evaluation)</b></p> <p>They will be able to explain what they are making and the materials they are using. He she will be able to explain what they like about their design and how they might make it better. <b>(annotations)</b></p>	<p>They can evaluate their outcome explaining what they think was successful and identify any challenges. <b>(evaluation)</b></p>	<p>They can evaluate their outcome as to how it fitted the design brief and whether it was successful and the challenges. <b>(evaluation)</b></p>	<p>ideas to fit the design brief. <b>(existing products)</b></p> <p>They can evaluate their outcome as to how it fitted the design brief. Begin to consider others views to inform final design <b>(evaluation)</b></p>	<p>ideas for their own work. <b>(existing products on computers?)</b></p> <p>They will consider views of others to inform their final design <b>(peer assess initial ideas and target given to inform final idea)</b></p> <p>They use their plans to inform their making and evaluate whilst they work <b>(reflection box on plan of making)</b></p> <p>They test their product against the design criteria <b>(self-assessment tick sheet)</b></p>	
	<p><b>EYFS</b> <b>Physical Development</b></p> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p><b>Expressive Arts and Design</b></p> <p>ELG: Creating with <b>Materials Children</b> at the expected level of development will:</p> <p>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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><i>There will be other aspects within the EYFS Curriculum that are not included here but these are the main areas covered.</i></p>	<p><b>KS1</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b>KS2</b></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series</p>					
Techniques knowledge	Materials/structures	<p>They know that objects are made of different materials and begin to describe them.</p> <p>They have their own ideas about how to join parts of products.</p>	<p>They begins to measure and join materials, with some support.</p> <p>They describes differences in materials.</p> <p>They suggests ways to make material/product stronger.</p>	<p>They measures materials.</p> <p>They describe some different characteristics of materials.</p> <p>They join materials in different ways.</p> <p>They use joining, rolling or folding to make it stronger.</p>	<p>They use appropriate materials.</p> <p>They work accurately to make cuts and holes.</p> <p>They join materials.</p> <p>They begin to make strong structures.</p>	<p>They measure carefully to avoid mistakes.</p> <p>They attempt to make product strong.</p> <p>They continue working on product even if original didn't work.</p>	<p>They select materials carefully, considering intended use of product and appearance.</p> <p>They explain how product meets design criteria.</p> <p>They measure accurately enough to ensure precision.</p>	<p>They select materials carefully, considering intended use of the product, the aesthetics and functionality.</p> <p>They explain how product meets design criteria.</p> <p>They reinforce and strengthen a 3D frame.</p>



				They use own ideas to try to make product stronger.		They make a strong, stiff structure.	They ensure product is strong and fit for purpose.  They begin to reinforce and strengthen a 3D frame.	
	<b>Mechanisms</b>	They know that objects are made of different materials and begin to describe them.  They have my own ideas about how to join parts of products.	They begin to use levers or slides.	They use levers or slides.  They begin to understand how to use wheels and axles.	They select appropriate tools / techniques.  They alter product after checking, to make it better.  They begin to try new/different ideas.  They use simple lever and linkages to create movement.	They select most appropriate tools / techniques.  They explain alterations to product after checking it.  They grow in confidence about trying new / different ideas.  They use levers and linkages to create movement.	They refine product after testing.  They grow in confidence about trying new / different ideas.  They begin to use cams, pulleys or gears to create movement.	They refine product after testing, considering aesthetics, functionality and purpose.  They incorporate hydraulics and pneumatics.  They are confident to try new / different ideas.  They use cams, pulleys and gears to create movement.
	<b>Textiles</b>	They begin to talk about the different textures of textiles.  They talk about colour and shape when thinking about which textiles could be used.	They measures, cuts and joins textiles to make a product, with some support.  They choose suitable textiles.	They measures textiles.  They joins textiles together to make a product, and explain how I did it.  They carefully cut textiles to produce accurate pieces.  They explain choices of textile.  They understand that a 3D textile structure can be made from two identical fabric shapes.	They join different textiles in different ways.  They choose textiles considering appearance and functionality.  They begin to understand that a simple fabric shape can be used to make a 3D textiles project.	They think about user when choosing textiles.  They think about how to make product strong.  They begin to devise a template.  They explain how to join things in a different way.  They understand that a simple fabric shape can be used to make a 3D textiles project.	They think about user and aesthetics when choosing textiles.  They use own template.  They think about how to make product strong and look better.  They think of a range of ways to join things.  They begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.	They think about user's wants/needs and aesthetics when choosing textiles.  They make product attractive and strong.  They make a prototype.  They use a range of joining techniques.  They think about how product might be sold.  They think carefully about what would improve product.  They understand that a single 3D textiles project can be made from a combination of fabric shapes.
<b>Cooking and nutrition</b>	<p><b>EYFS</b> <b>Communication, Language and Literacy</b></p> <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold</p>		<p><b>KS1</b> Use the basic principles of a healthy and varied diet to prepare dishes.  Understand where food comes from.</p>		<p><b>KS2</b> 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 understand seasonality.  Know where and how a variety of ingredients are grown, reared, caught and processed.</p>			



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	<p>conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Personal, Social and Emotional Development</b>  <b>ELG: Managing Self</b> Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><i>There will be other aspects within the EYFS Curriculum that are not included here but these are the main areas covered.</i></p>					
	<p>They identify healthy foods.</p> <p>They decide likes/dislikes when it comes to foods.</p>	<p>They describe a healthy meal.</p> <p>They is able to decide which categories different types of foods fit into and where they come from.</p>	<p>They describes a healthy meal.</p> <p>They identify where the ingredients come from.</p>	<p>They can identify health and unhealthy foods (image selection task)</p> <p>They mix products together.</p> <p>They has some understanding that fruit doesn't grow all year around and it grows at certain times.</p>	<p>They can identify health and unhealthy foods (image selection task)</p> <p>They mix/ rubs products together.</p> <p>They has an increasing understanding that fruit doesn't grow all year around and it grows at certain times.</p> <p>They selects a few fruit/vegetables that they know grow above/below ground.</p>	<p>They can identify healthy food (understand the importance of fruit and veg)</p> <p>They understand that fruit doesn't grow all year around and it grows at certain times.</p> <p>They look at fruit/vegetables that are grown above and underground.</p>