



Winmarleigh Church of England Primary School

Design & Technology

At Winmarleigh WE ARE ALL DESIGNERS! Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

End Points in Learning in the Design & Technology Curriculum

EYFS

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Explore how things work.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- 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.

Key Stage 1

- Pupils will be taught the knowledge, understanding and skills needed to engage in the process of designing and making.
- Pupils will work in a range of contexts for example, home, school, gardens, playgrounds, the local community, industry and the wider environment.
- Pupils will design purposeful, functional, appealing products for themselves and others based on design criteria.
- Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology.
- Pupils will select from and use a range of tools and equipment to perform practical tasks – for example cutting, shaping, joining and finishing.
- Pupils will select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.
- Pupils will explore and evaluate a range of existing products.
- Pupils will evaluate their ideas and products against design criteria
- Pupils will build structures, exploring how they can be made stronger, stiffer and more stable.
- Pupils will explore and use mechanisms for example levers, sliders, wheels and axles in their products.
- Pupils will understand the basic principles of a healthy and varied diet.
- Pupils will start to have an understanding of where food comes from.

Key Stage 2

- Pupils will be taught the knowledge, understanding and skills needed to engage in the process of designing and making.
- Pupils will work in a range of contexts for example, home, school, gardens, playgrounds, the local community, industry and the wider environment.
- Pupils will continue to design, make, and evaluate following on from KS1 objectives.
- Pupils will start to understand and use electrical systems in their products.
- Pupils will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Pupils will understand seasonality, and how a variety of ingredients are grown, reared, caught and processed.