



# Bury and Whitefield

## JEWISH PRIMARY SCHOOL

### DT

### End Points

#### Our Curriculum Celebrates

Resilience  
Creativity  
Critical Thinking  
Curiosity  
Challenge  
Culture

**DT**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To begin to use a range of tools and techniques safely</li> <li>• To explore how things work and begin to create their own designs</li> <li>• To share and talk about their creations</li> </ul>	<ul style="list-style-type: none"> <li>• To develop their fine motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• To plan and create their own simple design</li> <li>• To share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>• To design purposeful, functional, appealing products based on design criteria</li> <li>• To begin to select from and use a range of tools and equipment to perform practical tasks</li> <li>• To explore and evaluate a range of existing products</li> <li>• To understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas in a range of ways</li> <li>• To select from and use a range of tools, equipment, materials and components to perform practical tasks</li> <li>• To explore and evaluate a range of existing products and evaluate their ideas and products against design criteria</li> <li>• To build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>• To make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</li> <li>• To safely measure, mark out, cut, assemble and join with some accuracy</li> <li>• Begin to create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</li> <li>• To use a wider variety of ingredients and techniques to prepare and combine ingredients safely</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use mechanical and electrical systems in their products</li> <li>• To use techniques which require more accuracy to cut, shape, join and finish</li> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• To understand and apply the principles of a healthy and varied diet</li> </ul>	<ul style="list-style-type: none"> <li>• To select from and accurately use a wider range of tools and equipment to perform practical tasks</li> <li>• To produce step by step plans to guide their making, demonstrating that they can apply their knowledge of different materials, tools and techniques</li> <li>• To use their research into existing products to inform their designs</li> <li>• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>• To generate, develop, model and communicate ideas in a wider range of ways including annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• To understand how key events and individuals in design and technology have helped shape the world</li> <li>• To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>