



Butler's Hill End Goals – Design & Technology

End Goals

EYFS

Our aim in teaching design technology is to inspire pupils to not only be creative but create for a purpose. Pupils should be aware that when they are designing and making, they need to think about it is they are making and the reasons why they are making it; what is the purpose? They should also be able to give some simple feedback and evaluation by stating whether they like or dislike a product. Pupils should be able to name the tools and materials they are using to make their designs and recognise some techniques of how they are constructing their models. Pupils should also have had an introduction to the role of inventors as people who invent useful products and that they don't always succeed first time; they often have to try numerous times before they get their product right. In our school we priorities fine motor skills as this is an area the pupils struggle with and need to develop before they can make the expected progress. The pupils will learn basic safety measures such as holding scissors correctly which will also help in their making process.

KSI

Our aim in teaching design technology is to broaden pupils' awareness of designing for purpose. By the end of KSI, pupils should recognise that inventors and designers are not designing for themselves, they are designing for end users. This can be one person or it can be for a large group of people. Pupils should be able to carry out some research into existing products and use this to guide their own designs noting useful features. As well as learning about designing for a more focused purpose, pupils should begin to be aware of a range of skills and techniques that will help them when it comes to modelling their designs. They should recognise the importance of using suitable materials and notice how some everyday objects can be used to make effective mechanisms. Pupils should be aware that models of their designs may require testing, especially if there are moving parts and adjustments may need to be made to make them work efficiently. Evaluative vocabulary should be extended beyond 'like' and 'dislike' with comment on how their work could be improved or note features that are particularly pleased with.



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