

Pear Tree Infant School  
End of Year Statements for Age Related Children

**Subject - Design & Technology**

	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Design</b>	<ul style="list-style-type: none"> <li>• I can use creative and imaginative skills to design products.</li> <li>• I know which tools and materials are most appropriate to make products with.</li> <li>• I can draw upon prior knowledge and experience and apply this knowledge to my own design of products.</li> <li>• I can design products for a purpose.</li> <li>• I can explore and experiment with different colours and I know which are the most suitable to use on products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design and name products and explain their purpose.</li> <li>• I can follow step by step instructions to design a functional product.</li> <li>• I can design a specific product suited to a particular setting (e.g. for the home, school, playground, local community).</li> <li>• I can use imaginative and creative skills, with support, with the aim to invent a purposeful item by drawing upon previous knowledge of designing products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design purposeful and functional products for myself and other users, based on design criteria.</li> <li>• I can work towards designing products that are appealing for myself and other users based on a design criterion.</li> <li>• I can design products with key settings in mind (e.g. for the home, school, playground, local community) and explain how the product suits its environment.</li> <li>• I can use imaginative and creative skills, independently, with the aim to invent a purposeful item by drawing upon previous knowledge of designing products.</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>• I can select and safely use appropriate tools and materials to make products.</li> <li>• I can use different media and resources to make products (e.g. glue, tape, cardboard, foam, blocks).</li> <li>• I can combine different media and materials in the making of products to create new effects.</li> <li>• I can join pieces together effectively to create products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select from and use a range of tools and equipment to perform practical tasks, including cutting and shaping.</li> <li>• I can select and use a wide range of materials, including construction materials and ingredients, and explain how they are suited for my product design.</li> <li>• I can recognise that tools and equipment need to be handled</li> </ul>	<ul style="list-style-type: none"> <li>• I can select from and use a range of tools and equipment to perform practical tasks, including cutting, shaping, joining and finishing.</li> <li>• I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics: explaining how these are suited for my product design.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can manipulate materials to create the desired outcome.</li> <li>• I can make products with a purpose in mind.</li> </ul>	<p>safely in order to keep myself and others safe.</p>	<ul style="list-style-type: none"> <li>• I can recognise that tools and equipment need to be handled skilfully and safely in order to keep myself and others safe.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• I can discuss my creations with peers and adults, talking about their features and purpose.</li> <li>• I can consider how products can be adapted and make necessary adaptations.</li> <li>• I can explain my reasoning behind decisions when making products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and discuss a range of existing products, considering both purpose and audience.</li> <li>• I can explore and discuss a range of joining products (e.g. tape, glue, string, Velcro) used and their suitability for my product design.</li> <li>• I can discuss my inventions as well as those of my peers, including changes needed to the original design and potential adaptations for future purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and evaluate a range of existing products, explaining how they are suited to their purpose and audience.</li> <li>• I can explore and evaluate a range of joining products e.g. tape, glue, string, Velcro) used and their suitability for my product design.</li> <li>• I can evaluate my inventions as well as those of my peers, including changes needed to the original design and potential adaptations for future purposes.</li> </ul>
<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>• I can use simple techniques appropriately and competently (e.g. cutting, sticking, printing).</li> <li>• I can select suitable techniques to shape, assemble and join materials.</li> <li>• I can explore and describe different textures of products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and build a range of structures made from different materials and discuss how my structure could be made stronger.</li> <li>• I can explore and use a range of moving mechanisms (e.g. levers, sliders, wheels, axles) in my products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and build a range of structures with my chosen materials, exploring how these can be made stronger, stiffer and more stable.</li> <li>• I can explore, use and create a moving mechanism (e.g. levers, sliders, wheels, axles) in my products</li> <li>• I can name a range of cooking equipment and can use some of these safely.</li> </ul>