



Design and Technology

Curriculum End Points EYFS and KS1

By the end of Nursery

- Explore different materials freely
- State what they are making
- Join different materials together using a variety of materials.

By the end of Reception

- Explore different materials freely
- State what they are making
- Join different materials together using a variety of materials.

By the end of Year 1

- State the purpose of the products they are designing and making and the intended user
- Contribute to a simple design criteria as part of the class
- Draw simple designs with some labels
- Plan by suggesting what to do next
- Begin to identify which tools and materials they will need and explain their selections
- Describe the characteristics of the tools and materials which they use
- Cut, assemble, join and combine materials with increasing accuracy
- Follow procedures for basic food safety and hygiene
- Explore and make sliders and levers
- Evaluate existing products as well as their own, describing what they like and dislike, materials used and how they work

By the end of Year 2

- State the purpose of the products they are designing and making and the intended user
- Develop a simple design criteria with increasing independence
- Draw simple designs with some detailed labels
- Begin to select tools and materials by name
- Measure, mark out, cut and shape with developing accuracy
- Use hand tools safely and appropriately
- assemble, join and combine materials, including using basic sewing techniques
- Follow procedures for basic food safety and hygiene
- Explain how axles are used to turn wheels
- Evaluate design ideas and final products against their design criteria, identifying strengths and what could be improved upon

Curriculum End Points LKS2

By the end of Year 3

- Generate design ideas for a product, considering its purpose and the user
- Use research of existing products to develop their own design criteria
- Produce annotated sketches, highlighting what will appeal to the intended user
- Develop a clear idea of the steps needed and the appropriate order of carrying them out
- Select appropriate tools and techniques for the task



- Measure, mark out, cut and assemble with more accuracy
- Demonstrate hygienic food handling and discuss appropriate preparation and storage
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Develop and use knowledge of how to construct strong, stiff shell structures
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.
- Consider the views of others to improve their work throughout the design and making process, changing things as they go if needed
- **By the end of Year 4**
- Generate design ideas for a product, considering its purpose and the user
- Use research of existing products to develop their own design criteria
- Generate realistic ideas and produce annotated sketches from different views
- Explain their choice of tools and equipment in relation to the skills and techniques they will be using
- develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
- Measure, mark out, cut, shape and assemble a range of materials using appropriate equipment and techniques
- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities
- Evaluate their products by conducting appropriate tests against their own design criteria and identify the strengths and areas for improvement in their work.

Curriculum End Points UPKS2

By the end of Year 5

- conduct research, using surveys, interviews, questionnaires and web-based resources
- identify the needs, wants, preferences and values of particular individuals and groups
- communicate their ideas through detailed labelled drawings, indicating the features that will appeal to intended users and how particular parts will work
- Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape, and join construction materials to make frameworks.
- Develop skills of threading needles and joining textiles using a range of stitches.
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Understand about seasonality in relation to food products and the source of different food products.

By the end of Year 6

- conduct research, using surveys, interviews, questionnaires and web-based resources
- identify the needs, wants, preferences and values of particular individuals and groups
- Present their ideas through detailed labelled drawings, indicating the features that will appeal to intended users and how particular parts will work
- accurately measure, mark out, cut and shape materials and components
- accurately assemble, join and combine materials and components
- accurately apply a range of finishing techniques, including those from art and design
- use techniques that involve a number of steps
- understand how mechanical systems such as cams or pulleys or gears create movement
- demonstrate resourcefulness when tackling practical problems
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

