St. John the Evangelist Design and Technology Curriculum End Points

Year Group	Design and Technology Thread	End Points
EYFS	Design	Generate ideas through play, exploration and discussion. Begin to choose materials based on simple preferences (colour, texture, purpose). Verbally describe what they intend to make.
	Make	Use simple tools safely (scissors, cutters, rollers). Join materials in different ways (tape, glue, threading, weaving). Manipulate materials to create simple structures, models or food items.
	Evaluate	Talk about what they have made and what they like/dislike. Compare their finished model to their original idea. Suggest simple changes or improvements.
	Technical Knowledge	Know that different materials have different properties. Understand that food comes from plants or animals. Know that objects can move using wheels, sliders or simple mechanisms.
Year 1	Design	Generate ideas based on personal experiences and simple design criteria. Communicate ideas through drawings, talk and basic templates. Begin to identify the user and purpose of a product.
	Make	Select from a limited range of tools and materials. Use simple techniques to cut, shape, join and finish materials. Prepare fruits/vegetables using basic skills (peeling, slicing, squeezing).
	Evaluate	Explore and discuss existing products. Evaluate their product against simple criteria (purpose, user, appearance). Talk about what worked well and what they would change.
	Technical Knowledge	Know how sliders and levers create movement. Understand the difference between fixed and moving axles. Know that structures need to be strong and stable. Use simple vocabulary (e.g. axle, slider, join, smooth, strong).
Year 2	Design	Develop ideas using drawings, mock-ups and simple design criteria. Design products for a specific user and purpose. Generate ideas through investigating existing products.
	Make	Select tools and materials based on their characteristics. Use joining techniques (running stitch, glue, overstitch, stapling). Prepare ingredients using a wider range of skills (grating, chopping, mixing).

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	Evaluate	Evaluate existing products and identify features that work well. Evaluate their own product against design criteria and user needs. Suggest improvements based on testing.
	Technical Knowledge	Know how to make structures stronger, stiffer and more stable. Understand wheels, axles and axle holders. Know how simple textile products are made using templates. Understand where fruit and vegetables come from and what makes a healthy diet.
Year 3	Design	Generate realistic ideas and design criteria for a specific user. Use annotated sketches and simple CAD tools to communicate ideas. Research existing products to inform design decisions.
	Make	Select tools and materials with increasing independence. Measure, cut, score and assemble materials with accuracy. Prepare and cook a simple dish using safe techniques (mixing, kneading, shaping).
	Evaluate	Investigate and evaluate existing shell structures and products. Test and evaluate their product against design criteria. Use feedback from others to refine ideas
	Technical Knowledge	Understand how shell structures are formed and strengthened. Know how levers and linkages create movement. Understand healthy and varied diets. Use technical vocabulary accurately (net, linkage, pivot, structure).
Year 4	Design	Develop design criteria collaboratively. Use prototypes, pattern pieces and annotated sketches to model ideas. Use ICT (including CAD) to support design decisions.
	Make	Plan the sequence of making. Use tools with accuracy to cut, shape, join and finish materials. Prepare and cook dishes using seasonal ingredients.
	Evaluate	Analyse existing products to identify functional and aesthetic features. Evaluate their product against criteria and user needs. Consider how key events/individuals influence product design.
	Technical Knowledge	Understand how to construct strong, stiff shell structures. Know how simple circuits and switches work.

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		Understand how fabrics can be strengthened, stiffened and reinforced. Use technical vocabulary (circuit, switch, seam allowance, accuracy).
Year 5	Design	Use research to identify user needs and develop a design specification. Generate innovative ideas using annotated sketches, prototypes and CAD. Consider constraints (time, resources, cost).
	Make	Formulate a clear step-by-step plan. Use specialist tools accurately to create frame structures. Sew with accuracy using a range of stitches and fastenings. Prepare and cook food using a range of techniques (kneading, proving, shaping).
	Evaluate	Investigate and evaluate frame structures and existing products. Critically evaluate their product against the design specification. Use user feedback to refine and improve their work.
	Technical Knowledge	Understand how to strengthen and reinforce 3D frameworks. Know how cams and followers change movement. Understand seasonality and cultural influences on food. Use technical vocabulary (frame structure, cam, follower, appliqué).
Year 6	Design	Develop a detailed design specification informed by research. Generate and refine ideas using exploded diagrams, CAD and prototypes. Consider sustainability, ethics and user needs.
	Make	Produce detailed plans and allocate tasks when working in teams. Use a wide range of tools and materials with precision. Create products incorporating more complex circuits and programmable components. Adapt recipes and prepare dishes with accuracy and independence.
	Evaluate	Critically evaluate their product against the design specification and user feedback. Test products rigorously for function, durability and fitness for purpose. Understand how key engineers, designers and chefs have influenced modern design.
	Technical Knowledge	Understand input–process–output in mechanical and electrical systems. Know how gears, pulleys and cams alter speed, direction and movement. Understand how 3D textile products are constructed using pattern pieces.

		Use advanced technical vocabulary confidently (gear ratio, circuit diagram, prototype, specification).