| EYFS – End Points | | |
|---|---|---|
| **Design/Make** | Develop fine motor skills and use a range of tools, including scissors, paint brushes and cutlery safely. | |
| | Safely use and explore a variety of materials. | |
| **Evaluate** | Share creations and explain the process they have used with support. | |
| **Technical knowledge** | Build knowledge on how to use scissors and cutlery safely. | |
| | Independently select materials fit for purpose | |

| Year 1 – End Points | | |
|---|---|---|
| **Design** | Textiles - To explore existing products to create a design. | |
| | Structures - Understand the importance of a design criteria and create one as a class. | |
| | Mechanisms - Create clearly labelled drawings | |
| | Food – Design packaging and show consideration of tools/materials | |
| **Make** | Textiles – Use joining methods for decoration | |
| | Structures – Make stable structures using a variety of materials | |
| | Structures – Cut and assemble a supporting structure | |
| | Structures – make functioning axles. | |
| | Mechanisms – Select a range of tools and equipment | |
| | Food – Chop fruit and vegetables safely | |
| **Evaluate** | Textiles – verbally explain likes and dislikes of product final design | |
| | Structures – verbally explain with teacher/peers how improvements can be made. | |
| | Mechanisms – Explore wheel mechanisms and understand what stops them from turning. | |
| | Food – Taste food and describe appearance, smell and taste | |
| **Technical knowledge** | Textiles – Use a range of joining techniques | |
| | Structures – understand how to improve structure/stiffness | |
| | Mechanisms – Understand how to create working wheels using axles. | |
| | Food – Identify fruits and vegetables | |

| Year 2 – End Points | | |
|---|---|---|
| **Design** | Structures – Use drawings and sketches to communicate ideas | |
| | Textiles – Explain the purpose of a product and how it is fit for purpose. | |
| | Mechanisms – Use ICT to design a product based on a design criteria. | |
| | Food – design product considering tools/materials | |
| **Make** | Structures – Create joints and structures from a variety of materials. | |
| | Textiles – Select and cut fabrics for sewing | |
| | Textiles – Decorate using a variety of materials | |
| | Textiles – thread a needle | |
| | Mechanisms – Make levers and pivots | |
| | Food – Design a wrap base on design brief | |
| **Evaluate** | Structures – test the strength of structures and identify weaknesses | |
| | Textiles – Peer evaluate work | |
| | Mechanisms – Use peer feedback to modify designs | |
| | Food – Taste test and begin to describe taste, texture and smelly | |
| **Technical knowledge** | Structures – understand how to improve strength and stiffness | |
| | Structures – understand what we mean by stable, strong and stiff | |
| | Textiles – Explore and use different stitching methods | |
| | Food – Understand what is needed for a healthy balanced diet | |

| Year 3 – End Points | | |
|---|---|---|
| **Design** | Mechanisms – Use sketches and diagrams to generate ideas | |
| | Structures – Design and decorate a castle tower on CAD software | |
| | Textiles – Design and make a template | |
| | Textiles – Independently create a design criterion | |
| | Food – create a healthy and nutritious recipe | |
| **Make** | Mechanisms – Create a working pneumatics system | |
| | Structures – Construct a range of 3D shapes using nets | |
| | Structures – Use a range of geometric shape structures to create a castle | |
| | Textiles – Thread needles and tie knots | |
| | Textiles – sew cross stitch | |
| | Food – Follow a recipe safely, considering food contamination | |
| **Evaluate** | Mechanisms – Look at the work of John Boyd Dunlop and understand how individuals in Design and Technology have helped shape the world | |
| | Mechanisms – Test and modify a finished product | |
| | Structures – Evaluate final designs and select modifications | |
| | Textiles – Evaluate end products and suggest ways to make similar items | |
| | Food – Suggest points for improvement of finished product | |
| **Technical knowledge** | Mechanisms – understand how pneumatic systems work | |
| | Structures – understand the importance of strength and stiffness and develop techniques to improve strength and stiffness | |
| | Food – Recognise that fruit and vegetables need different conditions to grow | |

| Year 4 – End Points | | |
|---|---|---|
| **Design** | Mechanisms – Draw a net and personalise designs | |
| | Electrical systems – Consider target audience in design and create an individual success criterion | |
| | Textiles – Undertake research to understand target audience and create a design based on this. | |
| | Food – Design a biscuit within a budget and clearly label ingredients, budget and taste requirements | |
| **Make** | Mechanisms – measure, mark, cut and assemble independently | |
| | Electrical systems – Make a torch with a working electrical circuit | |
| | Textiles – Select a stitch style to join fabric and use a fastening | |
| | Food – Follow and adapt a recipe | |
| **Evaluate** | Mechanisms – Evaluate the speed of final product | |
| | Electrical systems – Evaluate and identify what is the same/different in comparison to original design | |
| | Textiles – test and evaluate end product and suggest modifications | |
| | Food – show an understanding of budget and how this impacts ingredient selection | |
| | Food – Evaluate a recipe and consider taste, smell, texture and appearance | |
| **Technical knowledge** | Mechanisms – understand air resistance and how the shape of a moving object can impact this | |
| | Electrical systems – Define conductors/insulators | |
| | Electrical systems – Show an understanding of the importance of a circuit being complete | |
| | Textiles – understand what a fastening is and the purpose of different fastening types | |
| | Food – Know the following cooking techniques: sieving, creaming, rubbing method and cooling | |

| Year 5 – End Points | | |
|---|---|---|
| **Design** | Structures – Design a stable structure | |
| | Mechanical systems – Use ICT to design a product | |
| | Electrical systems – develop a design criterion using existing products | |
| | Food – Adapt a recipe and write an amended method for a recipe | |
| **Make** | Structures – Build a wooden bridge structure and identify where a structure needs reinforcement | |
| | Mechanical systems – Follow a design brief using sliders, pivots and folds. | |
| | Electrical systems – make a functional series circuit including a motor | |
| | Food – Follow a step by step method to make a recipe | |
| **Evaluate** | Structures – suggest points of improvement and adapt and improve | |
| | Mechanical systems – Evaluate own work and the work of others and suggest improvements | |
| | Electrical systems – Peer evaluate | |
| | Food – Identify and describe different benefits of food groups | |
| **Technical knowledge** | Structures – Find different ways to reinforce structures | |
| | Structures – understand the difference between arch, beam, truss and suspension bridges | |
| | Mechanical systems – Understand how to use sliders, pivots and folds | |
| | Electrical systems – understand the flow of electricity in a series circuit and understand the impact of a break in the circuit | |
| | Food – Understand cross-contamination | |
| | Food – understand where meat comes from | |

| Year 6 – End Points | | |
|---|---|---|
| **Design** | Structure – Design a playground | |
| | Textiles – Annotate designs | |
| | Food – Write a recipe including method and ingredients | |
| **Make** | Structures – Build a range of play apparatus structures | |
| | Textiles – Mark and cut fabric accurately | |
| | Textiles – sew a running stitch | |
| | Food – follow and adapt a recipe | |
| **Evaluate** | Structures – Test and adapt a design, identify what makes a successful structure | |
| | Food – Evaluate a recipe consider taste, smell, texture and origin of the food group | |
| **Technical knowledge** | Structures – know how to strengthen structures | |
| | Textiles – To accurately use a template | |
| | Food – To understand what happens to food before it appears on the supermarket shelf | |
| | Food – understand the terms ‘flavour’ and ‘processed food’ | |