End Points in Design & Technology

Concepts	Early Years	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
Master practical skills: **Food**	Use a range of small tools, including scissors, paint brushes and cutlery. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Materials	Safely use and explore a variety of materials, tools and techniques,	Cut materials safely using tools provided.	Cut materials accurately and safely by selecting appropriate tools.	Cut materials with precision and refine the finish with appropriate tools (such

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		experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories.	• Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	• Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.	as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Electricals and electronics		• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)	• Create series and parallel circuits	• Create circuits using electronic kits that employ a number of components (such as LEDs, resistors, transistors and chips)
	Construction	Safely use and explore a variety of materials, tools and techniques, experimenting with colour,	Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products	Choose suitable techniques to construct products or to repair items.	Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)

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		design, texture, form and function.		• Strengthen materials using suitable techniques.	
	Mechanics	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• Create products using levers, wheels and winding mechanisms.	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)	• Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
	Computing		Model designs using software	Control and monitor models using software designed for this purpose	Write code to control and monitor models or products
	Design, make, evaluate and improve	Share their creations, explaining the process they have used.	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses,	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality

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				continually evaluating the product design. • Use software to design and represent product designs.	finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
	Take inspiration from design throughout history		• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.