

\* **Bold** indicates knowledge

DT - End Points				
	Design	Make		Evaluate EYFS
		Structures/Textiles	Food	
<b>Nursery</b>	Suggest own ideas and decide which materials to use to express them.	<p><u><b>Nursery</b></u></p> <p><b>Know how to make imaginative and complex 'small worlds' with blocks and construction kits</b></p> <p><b>Name materials such as cardboard boxes, wall paper, cardboard, sequins, paper, tissue paper, felt</b></p> <p><b>Name different tools for cutting and joining e.g. scissors, masking tape, sellotape, pva glue, pritt stick.</b> and use these in their work.</p> <p>Explore scale when making.</p> <p><b>Know how to use tools safely e.g. scissors, hole punch, pencil.</b></p>	<p><b>Know that it is important to wash their hands and be able to do this independently</b></p> <p><b>Know some healthy foods.</b></p> <p><b>Know how to use tools safely e.g. knives and forks</b></p>	Suggest own ideas and decide on how to make their creations better.
<b>Reception</b>		<p><b>Name materials such as cardboard boxes, wall paper, cardboard, sequins, paper, tissue paper</b> and decide which ones to use in their work.</p> <p><b>Know different techniques for joining materials and use them in their work</b> e.g. adhesive tape, different types of glue.</p> <p><b>Know how to use a range of tools with increasing care and precision e.g. scissors, hole punches, glue sticks, sellotape.</b></p> <p><b>Know what crafts people do e.g. potter or bushcraft</b> and use ideas from what they have learnt in their work</p> <p><b>Know why tools need to be used safely</b> and how to transport and store them.</p>	<p><b>Know reasons for variety in food choices.</b></p> <p><b>Know vocabulary associated with textures of food e.g. lumpy, smooth, crunchy</b></p> <p><b>Know changes that happen to food when it is exposed to hot and cold temperatures.</b></p> <p><b>Know how to use, transport and store tools safely e.g. knives and forks</b> and demonstrates this.</p>	Return to and build on their previous learning, refining ideas and developing their ability to represent them.

		Create collaboratively, sharing ideas, resources and skills.			
	<b>Design</b>	<b>Structures</b> <u>PROJECT PURPOSE</u> Make a freestanding structure	<b>Food</b> <u>PROJECT PURPOSE</u> Make a fruit smoothie	<b>Mechanisms</b> <u>PROJECT PURPOSE</u> Make a card	<b>Evaluate KS1</b>
<b>Year 1</b>  <b>Tools:</b> Hole Punch Scissors	<p><b>Know what a user, purpose and product is</b></p> <p><b>Know what a design criteria is</b> and use it to inform their design</p> <p>Be able to draw their design.</p> <p><b>Know what a mock up is</b> and create one for their design where appropriate</p> <p><b>Know what appealing means.</b></p> <p><b>Know that a product has to be appealing and why</b></p>	<p><b>Know what a structure is.</b></p> <p><b>Know how to make structures stronger, stiffer and more stable</b> and demonstrate this in their work.</p> <p><b>Know how to join materials purposefully</b> using a variety of temporary methods e.g. masking tape, glue, sello tape, staples</p> <p><b>Know how to apply their knowledge of structures to make a freestanding structure</b></p>	<p><b>Know simple preparation techniques e.g. bridge and claw grip to cut</b> and demonstrate them in your work.</p> <p><b>Know where a range of fruit and vegetables come from e.g. farmed or grown at home.</b></p> <p><b>Know that fruit is part of a healthy diet.</b></p> <p><b>Know ways to work hygienically when preparing food.</b></p> <p><b>Know how to apply their knowledge of food preparation and healthy eating</b> to make a fruit smoothie.</p>	<p><b>Know that mechanisms produce different types of movement.</b></p> <p><b>Know that sliders and levers are mechanisms.</b></p> <p><b>Know the movement of a slider and a lever</b> and demonstrate how one is constructed.</p> <p><b>Know how to follow their design to make a card with a lever and/or slider mechanism.</b></p>	<p><b>Know what an evaluation is.</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their product against the design criteria.</p> <p>Be able to discuss how well their product works in relation to the purpose and the user.</p>
	<b>Design</b>	<b>Textiles</b> <u>PROJECT PURPOSE</u> Make a finger/hand puppet	<b>Food</b> <u>PROJECT PURPOSE</u> Make a vegetable kebab	<b>Mechanisms</b> <u>PROJECT PURPOSE</u> Make a wheeled toy	
<b>Year 2</b>	<p><b>Know what a user is</b> and design appealing products for that user.</p> <p><b>Know what functional means.</b></p> <p><b>Know that a product has to be functional</b> and</p>	<p><b>Know how simple 3-D textile products are made.</b></p> <p><b>Know what a template is</b> and use templates to</p>	<p><b>Know and select appropriate simple preparation techniques e.g. claw and bridge grip to cut and peeling</b> and</p>	<p><b>Know the terms wheel, axle and axle holder.</b></p> <p><b>Know the purpose of a wheel, axle and axle holder</b> and demonstrate how these are used.</p>	

	<p>explain how their design works.</p> <p><b>Know the term purposeful</b> and to create a purposeful product.</p> <p><b>Know the purpose of a template</b> and to use templates in their making.</p>	<p>create two identical shapes.</p> <p><b>Know how to join fabrics using different techniques e.g. running stitch, glue and stapling</b> and demonstrate this.</p> <p><b>Know how to do running stitch</b></p> <p><b>Know different finishing techniques that can be used e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons</b> and demonstrate in their work.</p> <p><b>Know how to apply their knowledge of stitches and finishing techniques</b> to make a puppet.</p>	<p>demonstrate them in your work.</p> <p><b>Know that fruit and vegetables can be farmed or grown at home.</b></p> <p><b>Know that fruit and vegetables are part of a healthy diet.</b></p> <p><b>Know that everyone should eat at least five portions of fruit and vegetables every day.</b></p> <p><b>Know what a varied diet is.</b></p> <p><b>Know how to apply their knowledge of food preparation and healthy eating</b> to make a vegetable kebab.</p>	<p><b>Know the difference between fixed and freely moving axles.</b></p> <p><b>Know how to apply their knowledge of wheels and axels</b> to make a wheeled toy.</p>	
	<b>Design</b>	<b>Textiles</b>	<b>Food</b>	<b>Mechanisms</b>	<b>Evaluate KS2</b>
		<u>PROJECT PURPOSE</u> Make a pencil case/purse	<u>PROJECT PURPOSE</u> Make sandwiches	<u>PROJECT PURPOSE</u> Make a moving picture	
<b>Year 3</b>	<p><b>Know how to annotate a sketch</b> and to produce annotated sketches of their design</p> <p><b>Know what a prototype is, what its purpose is</b> and to create a prototype for their design.</p> <p><b>Know that products have to have a purpose and be fit for purpose.</b></p>	<p><b>Know how to securely join two pieces of fabric together.</b></p> <p><b>Know what a seam allowance is.</b></p> <p><b>Know how to do running stitch and whip stitch.</b></p> <p><b>Know the need for patterns and seam allowances.</b></p>	<p><b>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</b></p> <p><b>Know how to use a range of techniques such as chopping (claw &amp; bridge) peeling, grating and spreading</b></p>	<p><b>Know the purpose of a lever and a linkage</b> and demonstrate how they are used to create movement in their design</p> <p><b>Know the difference between fixed and loose pivots.</b></p> <p><b>Know how to apply their knowledge of levers,</b></p>	<p><b>Know how to investigate and analyse a range of different products.</b></p> <p><b>Know the purpose of testing their product.</b></p> <p>Test their product against the original design criteria and with the intended user.</p>

	<p><b>Know about who the intended user is and the purpose of their design</b></p> <p><b>Know that products need to be functional and appealing.</b></p>	<p><b>Know what a pattern piece is</b> and use them in the making of the final product.</p> <p><b>Know different ways to fasten e.g. button and button hole, velcro and zip</b></p> <p><b>Know how to apply their knowledge of stitches, patterns and finishing techniques to make a pencil case</b></p>	<p><b>Know that food can be grown, reared, caught and processed.</b></p> <p><b>Know where the ingredients come from (e.g. ham from a pig)</b></p> <p><b>Know how to apply their knowledge of food preparation and healthy eating to make a sandwich.</b></p>	<p><b>linkages and pivots to make a moving picture.</b></p>	<p><b>Know how to gather the views of others.</b></p> <p><b>Know how to identify strengths and areas for improvement.</b></p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Continually evaluate and modify the working features of the product to match the initial design specification.</p> <p>Test the system to demonstrate its effectiveness for the intended user and purpose.</p>
	<b>Design</b>	<b>Structures</b> <u>PROJECT PURPOSE:</u> Make a gift box	<b>Food</b> <u>PROJECT PURPOSE:</u> Healthy Pizzas	<b>Electronics</b> <u>PROJECT PURPOSE:</u> Make a torch	
<b>Year 4</b>	<p><b>Know what an exploded diagram is</b> and demonstrate in the drawing of their design</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, <b>cross-sectional and exploded diagrams.</b></p>	<p><b>Know what a shell structure is.</b></p> <p><b>Know what a net is</b> and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p><b>Know how to construct strong, stiff shell structures.</b></p> <p><b>Know how to manufacture a shell structure based on their generated design.</b></p>	<p><b>Know how to use a range of techniques such as chopping (claw &amp; bridge) peeling, grating and spreading. Use sharp knives.</b></p> <p><b>know that to be active and healthy, food and drink are needed to provide energy for the body</b></p> <p><b>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</b></p> <p><b>Know that food can be grown, reared, caught and processed.</b></p> <p><b>Know where the ingredients come from (e.g. cheese from dairy)</b></p>	<p><b>Know how electrical systems are used in their products.</b></p> <p><b>Know what a series circuit is</b> and demonstrate how to make a successful circuit</p> <p><b>Know the press to make the switch, press to break switch, toggle switch.</b></p> <p><b>Know what a buzzer is.</b></p> <p><b>Know what a bulb is.</b></p> <p>Apply their understanding of computing to program and control their products.</p>	<p><b>Know how key events and individuals in design and technology have helped shape the world</b></p>
	<b>Design</b>	<b>Structures</b> <u>PROJECT PURPOSE:</u>	<b>Food</b> <u>PROJECT PURPOSE:</u>	<b>Electronics</b> <u>PROJECT PURPOSE:</u>	

		Make a bird box	Make bread	Make a doorbell	
<b>Year 5</b>	<p><b>Know what innovative means</b> and generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p><b>Know the purpose of research.</b></p> <p><b>Know how to use research to develop a design criteria to inform the design of products fit for purpose and aimed at individuals or groups.</b></p>	<p><b>Know how to strengthen, stiffen and reinforce 3-D frameworks.</b></p> <p><b>Know how to use a junior hack saw, g clamp and bench hook to accurately cut wood.</b></p> <p><b>Know how to join 2 pieces of wood</b> e.g. with wood glue, PVA glue, glue gun, hammers and nails</p> <p><b>Know how triangulation strengthens structures</b></p> <p><b>Know how to make a bird box based on their generated design.</b></p>	<p><b>Know how to use and select appropriate equipment and utensils to prepare and combine food.</b></p> <p><b>Know the origins of the ingredients needed e.g. flour</b></p> <p><b>Know the term seasonality</b> and demonstrate through their ingredient choices.</p> <p><b>Know how make bread, based on their design following a recipe.</b></p>	<p><b>Know how to program, monitor and control a product through computing.</b> Apply their understanding of computing to program, monitor and control their products.</p> <p><b>Know how to draw an electrical circuit.</b></p> <p><b>Know how to draw a circuit diagram.</b></p> <p><b>Know how environment change can be an input</b></p>	
	<b>Design</b>	<b>Textiles</b> <b><u>PROJECT PURPOSE:</u></b> <b>Make a phone case</b>	<b>Food</b> <b><u>PROJECT PURPOSE:</u></b> <b>Make fruit crumble</b>	<b>Mechanisms</b> <b><u>PROJECT PURPOSE:</u></b> <b>Make a toy vehicle</b>	
<b>Year 6</b>	<p><b>Know different methods of research</b> e.g. survey, interview, questionnaire.</p> <p><b>Know how research informs a design criteria.</b></p> <p><b>Know what functional means and design functional products</b></p> <p>Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</p> <p><b>Know what Computer Aided Design (CAD) is</b> and demonstrate how to use CAD to draw their design.</p> <p>Develop, model and communicate ideas through talking, drawing,</p>	<p><b>Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</b></p> <p><b>Know how fabrics can be strengthened, stiffened and reinforced.</b></p> <p><b>Know how to use blanket stitch and back stitch.</b></p> <p><b>Know how to make a phone case based on their generated design.</b></p>	<p><b>Know how to use and select appropriate equipment and utensils to prepare and combine food.</b></p> <p><b>Know how to research the origins of the ingredients needed.</b></p> <p><b>Know the term seasonality</b> and demonstrate through their ingredient choices.</p> <p><b>Know how to adapt a recipe and measure ingredients to make a seasonal crumble..</b></p>	<p><b>Know that mechanical systems have an input, process and an output.</b></p> <p><b>Know what a cam and follower is</b> and demonstrate their use in their design</p> <p><b>Know how different shaped cams produce different movement</b></p> <p><b>Know how to use cams to make a moving toy.</b></p>	

	<p>templates, mock-ups and prototypes and, where appropriate, computer aided design.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>				
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