Design and Technology End Points

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
EYFS 1 End Points	**Expressive arts and design: creating with materials** • I can explore different materials and textures. • I can use glue to join materials by spreading and pressing. • I can make lines, circles, and enclosed shapes using different media. • I can explore printing with my hands, fingers, feet, and natural objects like leaves. • I can create pictures of myself, including body and face features. • I can explore and use colour in my artwork, including self-portraits and seasonal art		**Expressive arts and design: creating with materials** • I can explore different materials, textures, and colours to create pictures and models. • I can join materials to make simple constructions. • I can draw closed shapes to represent objects and show increasing detail. • I can use drawing to show movement and different emotions. • I can explore colour mixing and use different shades in my artwork.		**Expressive arts and design: creating with materials** • I can explore different materials, textures, and colours. • I can join materials to make simple constructions. • I can draw shapes to represent objects. • I can add detail to my drawings and show movement. • I can show different feelings in my artwork.	
EYFS 2 End Points	**Expressive arts and design: creating with materials** • I can decide what to draw and use different tools to make marks. • I can draw and observe things around me, including myself, my family, animals, and nature. • I can use brushes carefully, mix colours, and paint with a purpose. • I can explore printing, patterns, and different textures in my artwork. • I can mould, shape, and use tools to make figures, pots, or models.		**Expressive arts and design: creating with materials** • I can draw with increasing detail and observe shapes, patterns, and forms in the world around me. • I can mix colours, paint with purpose, and experiment with media to represent plants, animals, and story scenes. • I can explore printing, textures, and patterns using different tools and objects. • I can create collage and 3D models, combining materials and handling tools with control.		**Expressive arts and design: creating with materials** • I can create drawings about my feelings, stories, and things I have seen or imagined. • I can use drawing tools carefully and add more detail to my pictures. • I can look at colours, patterns, and shapes in nature and use them in my artwork. • I can explore printing to make different patterns and pictures.	

	• I can combine, stack, and arrange materials to create constructions and transient art	• I can make transient art and add texture, pattern, and features to my sculptures.	• I can make collages and join materials to create pictures, models, or moving parts. • I can make 3D models using my hands and tools, shaping and combining materials with care. • I can use my imagination and observation to represent my ideas in artwork. • I can talk about the tools, materials, and techniques I have used and what I like about my work.
Early Learning Goal	Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.		
Year 1 End Points	**Unit 3** **Templates in textiles: hand puppets** • I can design a hand puppet that fits and moves. • I can plan my puppet using sketches. • I can make a template to cut out fabric. • I can join fabric pieces using simple techniques like running stitch or glue. • I can add decorations to my puppet. • I can talk about my puppet and suggest ways to improve it.	**Unit 2** **Rotary mechanisms – windmills** • I can explain how rotary mechanisms use turning movement to make things work. • I can choose and test suitable materials and components for a windmill. • I can make a stable windmill with a working rotary mechanism. • I can test and evaluate my windmill to see how well it works	**Unit 1** **Frame structures: bridges** • I can explain what bridges are and why we need them. • I can identify different types of bridges and their features. • I can design a simple bridge using drawings. • I can build a model bridge using various materials. • I can test my bridge to see if it holds weight. • I can talk about how to make my bridge stronger
Year 2 End Points	**Unit 1** **Levers and sliders- moving cards** • I can explain what levers and sliders are and how they make things move. • I can identify the parts of a lever and slider mechanism, such as the pivot, guide, and slot.	**Unit 2** **Freestanding structures: playgrounds** • I can identify the materials, shapes and features used in playground structures. • I can design and create a freestanding structure for a specific purpose and user.	**Unit 2** **Wheels and axles: vehicles** • I can identify and explain the function of wheels, axles, and axle holders. • I can design a vehicle that uses wheels and axles to move. • I can select appropriate materials to construct a vehicle.

	• I can design a moving card using a lever or slider mechanism. • I can create a moving card with a lever or slider that works smoothly. • I can evaluate my moving card, explaining what works well and what could be improved	• I can make structures stronger and more stable using different construction techniques. • I can evaluate my structure and suggest improvements •	• I can assemble a vehicle using wheels, axles, and axle holders. • I can evaluate my vehicle, identifying what works well and what could be improved
Year 3 End Points	**Unit 3** **2D shapes to 3D products: stationery storage** • I can identify and name common 2D and 3D shapes. • I can understand how to convert 2D shapes into 3D products. • I can design a stationery storage item using 2D shapes. • I can create a 3D model of my design using appropriate materials. • I can evaluate my product and suggest improvements	**Unit 1** **Pneumatics - Moving Toys** • I can explain how pneumatic systems use air to create movement. • I can design and plan a moving toy using a pneumatic system. • I can make a working pneumatic mechanism and use it within a product. • I can evaluate and improve my moving toy so that it meets its purpose	**Unit 2** **Shell structures: packaging** • I can identify different types of shell structures and explain their purpose. • I can describe how packaging is made using a flat shape called a net. • I can use tools to cut, fold, and assemble materials to create a 3D shape. • I can strengthen and stiffen materials to make my packaging sturdy. • I can design packaging that is suitable for a specific product and audience. • I can evaluate my packaging design and suggest improvements
Year 4 End Points	**Unit 1** **Levers and linkages: interactive books** • I can identify different types of levers and linkages. • I can explain how levers and linkages create movement. • I can describe how linkages can change the direction of movement. • I can identify levers and linkages in existing products.	**Unit 3** **Textile pattern pieces: hats and caps** • I can investigate and explain how designers use fabrics and pattern pieces to create textile products. • I can design fabric pattern pieces and select suitable materials for a purpose. • I can make a textile prototype by accurately using pattern pieces and joining techniques.	**Unit 2** **Simple programming and control: data loggers** • I can explain what a data logger does. • I can use a data logger to collect data over time. • I can choose and plan what data to collect. • I can view, sort, and interpret data to answer questions.

	• I can explain the purpose of levers and linkages in products. • I can undertake research to influence my design. • I can plan and make a page for an interactive book. • I can assemble components and make my book look good. • I can respond to feedback and evaluate my design.	• I can evaluate and improve my design based on how well it meets the user's needs •	• I can explain how the data logger helped me understand the information
Year 5 End Points	**Unit 3** **Combining fabrics: accessible textiles** • I can select fabrics based on their function and appearance. • I can create a design action plan for a textile product. • I can shape and join fabric pieces accurately. • I can use appropriate fastenings like buttons, toggles, or ties. • I can personalise a fabric product using stitching techniques and appliqué. • I can evaluate my product against the original design criteria	**Unit 1** **CAD structures: architecture** • I can explain how architects and designers create structures for a purpose. • I can use technical drawings and CAD to develop and communicate design ideas. • I can create and test prototype structures. • I can evaluate and improve my designs based on their function and appearance	**Unit 2** **Pulleys and gears: electric vehicles** • I can explain how pulleys and gears create movement. • I can design and build a simple electric vehicle. • I can test and improve my vehicle's performance. • I can evaluate my vehicle against my design.
Year 6 End Points	**Unit 2:** **System control: sensor alarms** • I can explain how inputs, outputs and sensors work together in a control system. • I can design and make a sensor alarm using a micro:bit and appropriate components. • I can create and modify a program that controls an alarm system using sensor inputs.		**Unit 1** **Cams: automata** • I can explain how cams create movement in machines. • I can identify how cams work in an automaton. • I can describe the difference between soft and hard woods.

		• I can draw cross-section diagrams to develop ideas. • I can saw, join, and drill wood accurately. • I can make an accurate box frame for an automaton. • I can integrate a cam mechanism into an automaton. • I can test and adapt cam mechanisms to improve performance
Owlery	The Owlery children have a rich diet of design and technology, but this cannot be placed under an 'design and technology umbrella'. We provide child-centred, individualised learning opportunities for all pupils which are crucial for the all-round development of the autistic learner. Fluid children will access learning in this subject in their mainstream year groups if appropriate.	