DT – End Points

End points are not a list of everything you teach.
They represent the key knowledge and skills we expect pupils to retain — the things that really "stick" as children progress through the curriculum.

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	By the end of Reception, pupils can	By the end of Year 1, pupils can:	By the end of Year 2, pupils can:	By the end of Year 3, pupils can:	By the end of Year 4, pupils can:	By the end of Year 5, pupils can:	By the end of Year 6, pupils can:
	Talk about what they are making and describe their ideas Choose materials and tools for a purpose (with support) Explore how things work by pushing, pulling and building	Draw and talk about ideas for a product Use simple design criteria to guide their designs Say who their product is for and what it needs to do	Generate ideas and plan what to make using drawings and simple templates Use design criteria to develop and explain their ideas Choose suitable materials and components for their product	Generate and develop ideas for a product based on a clear purpose and user Use design criteria to plan and explain their ideas Select appropriate materials and components based on their properties	Generate and develop ideas using annotated sketches, nets and prototypes Design products for a specific purpose, considering function, user needs and sustainability Select materials and components based on their properties and intended use	Use research to develop design criteria for innovative, functional products Generate and communicate ideas using annotated sketches, diagrams and prototypes Design products for a specific user, considering function, safety and aesthetics	Use research and knowledge of materials, food, and structures to develop detailed design criteria Generate, develop, and communicate ideas using annotated sketches, diagrams, prototypes, and digital presentations Design products for specific users and purposes, considering function, safety, sustainability, and aesthetics
	Safely use basic tools such as scissors, glue, tape and craft materials (with supervision) Cut, tear, fold and stick a range of papers and fabrics to create pictures, models and simple 3D structures Build models using construction kits and junk materials Join materials using simple techniques (e.g. glue, tape, clips) Mix, pour and spread ingredients during simple cooking activities	Use basic tools and equipment safely (e.g. scissors, knives, joining materials) Cut, join and combine materials to make a product Follow simple steps to make a model or food product	Use a range of tools and equipment safely (e.g. knives, scissors, needles) Cut, join and combine materials with increasing accuracy Follow a plan to make a product, making simple changes when needed	Use a range of tools and equipment safely and accurately (e.g. knives, saws, glue guns) Follow a sequence of steps or a recipe to make a product Construct products using appropriate techniques (e.g. joining, shaping, assembling)	Use a wider range of tools and equipment safely and accurately (e.g. glue guns, cutting tools, sewing equipment) Construct products using appropriate techniques (e.g. nets, stitching, strengthening structures) Prepare and cook a range of dishes safely and hygienically	Select and use a wide range of tools and materials accurately and safely Construct products using mechanical systems (e.g. pneumatics) and stable structures Apply a range of cooking techniques to prepare and cook healthy meals	Select and use a wide range of tools, equipment, and materials accurately and safely Construct strong, stable, and functional structures, bridges, and mechanisms using iterative techniques Apply a variety of cooking techniques to prepare and cook healthy meals, understanding nutrition and food hygiene Repair, repurpose, and adapt textiles using a range of hand stitching techniques
	Talk about what they have made and how it works Share what they like or would change about their creations or food Try again and improve their work when something doesn't work	Talk about what they like and dislike about their product Say how well their product works Suggest simple improvements	Evaluate their products against design criteria Explain what worked well and what could be improved Suggest and make simple improvements to their work	Evaluate their products against design criteria and user needs Test products and use feedback to make improvements Explain how their product could be improved	Evaluate products against design criteria, including function, appearance and sustainability Test and refine products during the making process Use feedback to improve designs	Evaluate products against design criteria and user needs Test and refine products using an iterative design process Gather and use feedback from others to improve outcomes	Evaluate products against design criteria, user needs, and sustainability considerations Test, refine, and improve products through an iterative design process Gather, analyse, and apply feedback from others to improve outcomes Reflect on techniques, materials, and processes to inform future design
	Know that different materials can be used for different purposes Begin to understand how objects move (push, pull) Name some everyday foods, including fruit and vegetables	Know that materials have different properties (e.g. strong, waterproof, flexible) Understand how simple structures can be made stronger and more stable Understand that wheels and axles help objects move	Know that food comes from plants and animals and can be cooked to change it Understand and use simple mechanisms (e.g. sliders, levers and linkages) to create movement Know how structures can be made stronger and more stable (e.g. using shapes and joins)	Understand the principles of a healthy and balanced diet and use this when designing food products Understand and use mechanical systems (e.g. cams) to create movement Know how structures can be strengthened (e.g. using frames and triangular supports)	Understand how food can be preserved and packaged to keep it fresh and safe Know that materials are selected based on functional and aesthetic properties (e.g. fabrics, packaging) Understand how structures can be strengthened (e.g. using triangles, joins and frameworks)	Understand how pneumatic systems use air pressure to create movement Know how structures support mechanisms and improve stability Understand seasonality and nutritional value when designing meals Understand how design decisions impact function, safety and usability	Understand how forces, shapes (triangles, arches), and materials affect strength, stability, and durability Know how processed, whole, and organic foods impact health and nutrition Understand properties of textiles and materials to repair, join, or repurpose effectively

	Understand basic hygiene, such as washing hands before eating or cooking	Know that food comes from plants or animals and can be prepared in different ways	Understand that textiles can be joined using stitching and decorated with embellishments	Understand that materials are chosen based on their properties and suitability for purpose	Understand how simple machines (e.g. levers, pulleys) make work easier		Recognise how historical and social contexts influence design choices and sustainability

Design Progression	Make Progression	Evaluate Progression	Technical Knowledge Progression
EYFS: Explore ideas and talk about what they are making Y1: Draw and talk about ideas Y2: Plan using simple criteria Y3: Design for user and purpose Y4: Use annotated sketches, nets, and prototypes Y5: Use research and develop detailed design criteria Y6: Apply knowledge of materials, structures, and nutrition to design innovative and sustainable products	EYFS: Use basic tools and materials safely to create simple models Y1: Use basic tools safely Y2: Use tools accurately Y3: Follow processes (recipes, builds) Y4: Use a wider range of tools and techniques Y5: Work accurately and build complex systems Y6: Construct and adapt functional products safely, including repairs and improvements	EYFS: Talk about what they have made and what they like Y1: Say what they like/dislike Y2: Evaluate against criteria Y3: Use feedback to improve Y4: Refine during making Y5: Use an iterative design process Y6: Critically evaluate outcomes, reflect on improvements, and apply knowledge to inform future design	EYFS: Explore materials, simple movement, and basic food knowledge Y1: Basic materials, food, and simple mechanisms Y2: Simple mechanisms and basic cooking Y3: Materials, structures, cams, and nutrition knowledge Y4: Preservation, textiles, structures, and simple machines Y5: Pneumatics, systems, and nutrition analysis Y6: Forces, shapes, materials, sustainability, and historical/social context in design