



## Design and Technology end of year milestones 2023-24

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p>Ask questions to find out more and to check they understand what has been said to them (C&amp;L)</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. (PD)</li> <li>• Explore how things work. (Utw)</li> </ul>	<ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and communicate ideas through drawings and mock-ups.</li> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> <li>• Make design decisions that take account of the availability of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>• Identify the needs, wants, preferences and values of particular individuals and groups</li> <li>• Generate innovative ideas, drawing on research</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>• Identify the needs, wants, preferences and values of particular individuals and groups</li> <li>• Develop a simple design specification to guide their thinking</li> <li>• Generate innovative ideas, drawing on research</li> <li>• Make design decisions, taking account of constraints such as time, resources and cost</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. . (PD)</li> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use appropriate tools, explaining their choices.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>• Assemble, join and combine materials and components</li> </ul>	<ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• Use finishing techniques suitable for the product they are creating</li> </ul>	<ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• Produce appropriate lists of tools, equipment and materials that they need</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• Formulate step-by-step plans as a guide to making</li> <li>• Use techniques that involve a number of steps</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (CL)</li> <li>• Share their creations, explaining the process they have used. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making</li> <li>• Make simple judgements about their products and ideas against design criteria</li> <li>• suggest how their products could be improved</li> </ul>	<ul style="list-style-type: none"> <li>• Test and evaluate their own products against design criteria and the intended user and purpose.</li> <li>• Refer to their design criteria as they design and make</li> <li>• Use their design criteria to</li> </ul>	<ul style="list-style-type: none"> <li>• Test and evaluate their own products against design criteria and the intended user and purpose.</li> <li>• Refer to their design criteria as they design and make</li> <li>• Use their design criteria to</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products</li> <li>• Consider the views of others, including intended users, to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products</li> <li>• Consider the views of others, including intended users, to improve their work</li> </ul>

				evaluate their completed products	evaluate their completed products	<ul style="list-style-type: none"> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>• Evaluate their ideas and products against their original design specification</li> </ul>
Technical Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts. (C&amp;L)</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EA&amp;D)</li> </ul>	<ul style="list-style-type: none"> <li>• How freestanding structures can be made stronger, stiffer and more stable</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the simple working characteristics of materials and components</li> <li>• Know about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use learning from science to help design and make products that work</li> <li>• Know that materials have both functional properties and aesthetic qualities</li> <li>• Know the correct technical vocabulary for the projects they are undertaking</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use learning from mathematics to help design and make products that work</li> <li>• Know that materials have both functional properties and aesthetic qualities</li> <li>• Know that mechanical and electrical systems have an input, process and output</li> <li>• Know the correct technical vocabulary for the projects they are undertaking</li> </ul>	<ul style="list-style-type: none"> <li>• Know how more complex electrical circuits and components can be used to create functional products</li> <li>• Know that a recipe can be adapted by adding or substituting one or more ingredients</li> <li>• Know the correct technical vocabulary for the projects they are undertaking</li> </ul>	<ul style="list-style-type: none"> <li>• Know how mechanical systems such as cams or pulleys or gears create movement</li> <li>• Know how to reinforce and strengthen a 3D framework</li> <li>• Know that a 3D textiles product can be made from a combination of fabric shapes</li> <li>• Know that a recipe can be adapted by adding or substituting one or more ingredients</li> <li>• Know the correct technical vocabulary for the projects they are undertaking</li> </ul>