YEAR GROUP ENDPOINT EXPECTATIONS FOR DT	
R	**Physical development** -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery. **Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials> Share their creations, explaining the process they have used. **Communication and language** -Learn new vocabulary. -Use new vocabulary throughout the day. -ELG: Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Personal, social and emotional development -Know and talk about the different factors that support their overall health and wellbeing: healthy eating. -ELG: Managing self> Manage their own basic hygiene and personal needs, including… understanding the importance of healthy food choices. Physical development -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery **Understanding the world** -Explore the natural world around them. -ELG: The Natural World>Explore the natural world around them, making observations and drawing pictures of animals and plants. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
1	• Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

	• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from
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3	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Investigate and analyse a range of existing products

	• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products • Understand and apply principles of a healthy and varied diet • Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
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