



Hurst Drive Primary School
D & T: End of Year Milestones



Reception

Children working towards	Design and Technology Stepping Stones	Children exceeding expectations
	The child can progress towards a more fluent style of moving, with developing control and grace.	
	The child can develop their small motor skills so that they can use a range of tools competently, safely and confidently.	
	The child can use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	
	The child can explore, use and refine a variety of artistic effects to express their ideas and feelings.	
	The child can return to and build on their previous learning, refining ideas and developing their ability to represent them.	
	The child can create collaboratively, sharing ideas, resources and skills.	
	The child can use a knife and cutters.	
	The child can use measuring cups.	
	The child can measure items.	
	The child can use tools to join pieces of wood.	
	The child can weave fabrics using different colours and patterns.	



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Year 1

Children working towards	Design and Technology Milestones	Children exceeding expectations
	The child can design products that have a clear purpose and intended user.	
	The child can plan their project using pictures and words.	
	The child can make products.	
	The child can explore objects and designs.	
	The child can suggest improvements to existing designs.	
	The child can name and use suitable tools to cut, shape, join and finish.	
	The child can name materials used and explain why we use certain materials.	
	The child can shape textiles using templates.	
	The child can join textiles (using running stitch, staples or glue).	
	The child can decorate textiles using a number of techniques (adding sequins or printing).	
	The child can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	
	The child can understand that all food comes from animals or plants and that it must be farmed, grown or caught.	
	The child can sort food into those which are healthy and unhealthy, understand the importance of '5-a-day'	
	The child can cut, peel or grate ingredients safely and hygienically.	
	The child can say what they found difficult and what they would do differently next time.	
	The child can evaluate their work.	



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Year 2

Children working towards	Design and Technology Milestones	Children exceeding expectations
	The child can gather ideas from existing products and describe who the product is for.	
	The child can create a simple design plan, including labelled sketches	
	When making a product, the child can explain why and how it can be improved.	
	The child can independently select from a range of materials and components, and assemble, join and combine these to make a product.	
	The child can name and use suitable tools to cut, shape, join and finish.	
	The child can measure (to the nearest cm), cut, score and shape materials, with some accuracy, and use the appropriate finishing techniques.	
	The child can more independently use drilling, screwing, gluing and nailing when joining materials and understand how to use tools safely.	
	The child can create products which use slides, levers, wheels and winding mechanisms.	
	The child can use a running stitch to join or decorate fabrics.	
	The child can cut out a template on textiles to the nearest centimetre.	
	The child can colour and decorate textiles using a number of techniques including adding sequins or printing.	
	The child can evaluate their finished product, explaining what the strengths are and possible changes.	



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Year 3

Children working towards	Design and Technology Milestones	Children exceeding expectations
	The child can understand what they are making by looking at existing products, discussing why and how they have been made.	
	The child can use their design criteria to inform their design plan, including simple labelled diagrams and possible materials to be used.	
	The child can make simple prototypes from paper and cardboard, and patterns where necessary.	
	The child can begin to understand where food is grown, farmed or reared in the UK, Europe and wider world and that some of these are 'processed'.	
	The child can use their knowledge of the 'eatwell' plate and '5-a-day' to create a healthy food item.	
	The child can use cooking skills to follow a recipe.	
	The child can select from a wider range of tools and equipment, and discuss why they have chosen them.	
	The child can select and use a wider range of materials and components and follow a design plan to create a product.	
	The child can measure (to the nearest cm), mark out, cut, and assemble components with more accuracy, and choose the appropriate finishing techniques to strengthen and improve the design.	
	The child can independently use gluing when joining materials and strengthening products, and understand how to use tools safely.	
	The child can create products which use forces, pulleys, levers, and winding mechanisms.	
	The child can join textiles in the most appropriate way (glue or stitches).	
	The child can select and use a wider range of textiles and follow my design plan to create a product.	
	The child can evaluate their product against the original design criteria, explain if it meets the criteria and how it could be improved.	



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Year 4

Children working towards	Design and Technology Milestones	Children exceeding expectations
	The child can understand what they are making through looking at where and how they are made, and through discussing the achievements of different inventors and the contributions they have made.	
	The child can create a design criterion which considers the purpose and intended user, and how their product will meet those needs, adapting ideas from on-going research.	
	The child can use a design criterion to create a design plan which incorporates annotated drawings, materials and construction techniques.	
	The child can make simple prototypes, evaluate these and alter the design plan accordingly.	
	The child can use their design plan to inform their choice of materials and components, amending their plans.	
	The child can measure (to the nearest mm), mark out, cut, score and shape a range of materials using the appropriate tools, and join materials	
	The child can independently choose the methods to join materials and strengthen products, and demonstrate the appropriate care and safety when using tools.	
	The child can create series and parallel circuits and use these to control different devices.	
	The child can understand where food is grown, farmed or reared in the UK, Europe and wider world, and can begin to identify those foods which are imported, and which are processed.	
	The child can begin to use the terms fruit and vegetables, starchy food, dairy, protein and fat to describe the 5 food groups, and use this to create a simple recipe or menu.	
	The child can evaluate my product against the design criteria and through testing it.	



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Year 5

Children working towards	Design and Technology Milestones	Children exceeding expectations
	The child can understand what they are making by investigating product innovation over time, including the achievements of different inventors and designers and they impact they have had.	
	The child can use simple market research to identify the needs and wants of target market, research existing products to gather ideas and create a design criterion and plan with the aim of creating an innovative, functional and appealing product.	
	The child can use their design criterion to create a design plan which shows steps in construction, employs cross-sectional and exploded diagrams, and begins to take into account time, resources and costs.	
	The child can make prototypes which they use to inform and adjust their designs.	
	The child can identify where food is grown, farmed or reared and can identify those foods which are imported, seasonal or processed.	
	The child can use the terms fruit and vegetables, starchy food, dairy, protein and fat to describe foods, and use this to create a more complex recipe.	
	The child can independently use appropriate techniques with a vegetable knife and other cookery skills learnt, to prepare a dish	
	The child can select the tools and equipment for the task and explain why they are appropriate.	
	The child can identify the materials and components they will use and make the appropriate changes and alterations.	
	The child can measure, mark out, score, cut and join different materials with accuracy	
	The child can independently choose the methods used to join and finish materials, and strengthen products, including the use of filing, sanding and sawing	
	The child can create circuits using electronic kits that employ different components.	
	The child can evaluate their finished product against their design criterion and through seeking the opinion of others.	



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Year 6

Children working towards	Design and Technology Milestones	Children exceeding expectations
	The child can begin to assess the aesthetics and usefulness of a product, and understand how products have been developed and the impact inventors and designers has had.	
	The child can market research to clearly identify the needs and wants of the intended user, and identify the best products currently on the market and from their design criteria create an innovative, functional and appealing product.	
	The child can use their design criteria to create a step-by-step design plan which considers time, feasibility, cost and resources, and includes detailed annotated, cross-sectional and exploded diagrams.	
	The child can make prototypes which they use to inform and adjust their design.	
	The child can use computer-aided design to develop and communicate their ideas.	
	The child can refine and develop their choice of tools, components, and techniques as they work, making alterations, innovating and changing as necessary.	
	The child can consider and list the tools and equipment they will use, and the techniques they will use.	
	The child can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.	
	The child can identify where food comes from and can begin to evaluate the impact that food production has on the environment.	
	The child can use the terms fruit and vegetables, starchy food, dairy, protein and fat to describe foods, and use my knowledge of food to create healthy alternatives to unhealthy options.	
	The child can independently use cookery skills to prepare and cook a balanced family meal.	
	The child can use cooking skills to create a dish for a particular occasion or with specific diets in mind using the kettle, toaster, hob, grill or oven with supervision	
	The child can consider and list the tools and equipment they will use, and the techniques as they create a step-by-step design plan.	
	The child can refine and develop their choice of tools, components and techniques, making alterations, innovating and changing as necessary.	
	The child can take great care when measuring, cutting and joining different materials, and ensure that all steps of the construction process are carefully carried out.	
	The child can choose the methods used to join and finish materials, and strengthen products, and always demonstrate the appropriate care and safety when using tools.	
	The child can create products which demonstrate their knowledge of mechanics and include elements of electronics or computing in the product design.	
	The child can evaluate the finished product through testing, seeking the feedback of the target audience and against the design criteria.	

