

Year Group	End Points
EYFS	<p style="text-align: center;"><u>ELG - Expressive Arts and Designs</u></p> <ul style="list-style-type: none"> ● 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 character
Year 1	<ul style="list-style-type: none"> ● Design, plan, make and evaluate a sock puppet and an African round house. ● Explain to someone else how to make a sock puppet and African round house ● Draw, label and verbally describe a simple plan of a sock puppet and African round house before making ● Join a variety of materials to create a sock puppet ● Use scissors to cut and shape ● Use a variety of materials to create an African round house ● Cut food safely when making a fruit kebab ● Mix ingredients to bake bread ● Join two objects using Sellotape or glue
Year 2	<ul style="list-style-type: none"> ● think of an idea and plan what to do next ● design and make a product which moves using wheels and axles ● follow a set of instructions to achieve a desired outcome ● choose tools and materials and explain why they have chosen them ● join materials and components in different ways ● measure materials to use in a model or structure ● evaluate and explain what went well after building a moveable vehicle ● make a model stronger and more stable ● describe the ingredients used when making food products – sandwiches and cakes
Year 3	<ul style="list-style-type: none"> ● design a Roman style clay pot ● choose a material for both its suitability and its appearance ● follow a step-by-step plan, choosing the right equipment and materials ● select the most appropriate tools and techniques for a given task ● work accurately to measure, make cuts and make holes (crocodile lever) ● prove that a design meets a set criteria and explain how to improve a finished model ● know how to strengthen a product by stiffening a given part or reinforcing a part of the structure ● describe how food ingredients come together ● talk about which food is healthy and which food is not ● know when food is ready for harvesting ● communicate ideas in a range of ways, including by sketches and drawings which are annotated
Year 4	<ul style="list-style-type: none"> ● use ideas from other people when designing a canopic jar ● produce a plan for a Shaduf and explain it ● persevere and adapt work when original ideas do not work ● make a bridge which uses both electrical and mechanical components ● know which tools to use for a particular task during forest school and show knowledge of handling the tool ● Include accurate measurements in the design of a bridge ● evaluate and suggest improvements for design ● explain how the original design has been improved ● present a product in an interesting way ● links scientific knowledge by using lights, switches or buzzers in the design of a bridge ● use IT, where appropriate, to improve the design of the product ● weigh out ingredients and follow a given recipe to create a dish ● know how to be both hygienic and safe when using food ● bring a creative element to the food product being designed

<p>Year 5</p>	<ul style="list-style-type: none"> • To design, build and evaluate a Native American dreamcatcher using natural resources • Explain how a canal lock system would have appealed to engineers during the industrial revolution • To use drills, hammers, handsaws and bow-saws safely (Forest School) • To design, build and evaluate a Viking longboat • To use computer software to adapt a Viking longboat design and create a 3D model • To plan, make and evaluate local delicacy 'Scouse' and understand what food tells us about life in Ellesmere Port in the early 1900s
<p>Year 6</p>	<ul style="list-style-type: none"> • Use market research to inform plans and ideas that are fit for purpose when designing and making Christmas cakes • Follow and refine original plans when making an Anderson shelter from sustainable materials • Show that culture and society is considered in plans and designs to create Maya masks • Know which tool to use for a specific practical task such as cutting wood, making holes in wood, making food products and making Anderson shelters • Know how to use any tool correctly and safely • Evaluate product against clear criteria when designing and making Maya masks and Christmas cakes • Know which computing programme would further enhance a specific product when designing and making Christmas cakes • Use knowledge to improve a made product by strengthening or reinforcing • Work within a budget to create a meal that considers rationing in its design