



Design, Make, Evaluate Skills Progression Overview

	Design <i>Developing, planning and communicating ideas</i>	Make <i>Working with tools, equipment, materials and components to make quality products</i>	Evaluate <i>Evaluating processes and products</i>
6	Communicate their ideas through detailed labelled drawings. Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques.	Select appropriate tools, materials, components and techniques. Assemble components, make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, screw and stitch materials together create a product. Achieve a quality project	Evaluate their products identifying strengths and areas for development and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved
5	Generate ideas through brainstorming and identifying a purpose for their product. Draw a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making, if the first attempts fail. Use results of investigations, information sources including ICT when developing design ideas.	Select appropriate material, tools and techniques. Measure and mark out accurately. Use skills in using different tools safely and accurately. Weigh and measure accurately (time, dry ingredients, liquids). Apply the rules for basic hygiene and other safe practices E.g. hazards relating to the use of ovens Cut and join with accuracy to ensure a good-quality finish to the product	Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others
4	Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use how to use materials, equipment and processes and suggesting alternative methods of making, if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs.	Select appropriate tools and techniques for making a product Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, weave and knit Measure, tape or pin, cut and join fabric with some accuracy Use simple graphical communication techniques	Evaluate their work both during and at the end of the final product Evaluate their products carrying out appropriate tests
3	Generate ideas for an time, considering its purpose and the user/s Identify a purpose and establish a criteria for a successful product. Plan the order they work before they start. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.	Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their as they will make progress and be willing to change things if this helps them to improve their work Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT	Evaluate their product against original design criteria e.g. how well it makes the intended purpose Disassemble and evaluate familiar products
2	Generate ideas by drawing on their own and other people's experiences Develop their own ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and labels parts	Begin to select tools and materials: use vocabulary to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques	Evaluate against their design criteria Evaluate their product as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them
1	Draw on their own experience help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research.	Make their design using appropriate techniques With help, measure, mark out, cut and shape a range of materials Use tools e.g. scissors and hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food hygiene practices and personal hygiene Use simple finishing techniques to improve the appearance of their product	Evaluate their product by discussing how well it works in relation to its purpose Evaluate their products as they are developed, identifying possible strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it.
R	Safely use and explore a variety of materials and tools.	Experimenting with colour, design, texture, form and function.	Share their creations explaining the process they have used.
	Design <i>Developing, planning and communicating ideas</i>	Make <i>Working with tools, equipment, materials and components to make quality products</i>	Evaluate <i>Evaluating processes and products</i>

Continuous provision : During discovery time the children have access to all the materials eg, indoor and outdoor construction , junk modelling , den building , mask, costumes making
Adults guide children learning by setting challenges, linked to topics . Eg, can you build a bridge to cross the river?

With planning adults support chn to build up skills of design make and evaluate

Expressive arts and design

Children at the expected level of development will:

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 characters in narrative and stories

