

Design and Evaluate

EYFS

The most relevant statements for DT are taken from the following areas of learning:

Physical Development - Fine Motor Skills

Use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design – Creating With Materials

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.

Key Stage One

Children are taught to:

- design purposeful, functional, appealing products for themselves and other abased on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.

(Skills for the making process are within the technical element of our curriculum plan)

Design	Evaluate
Design and evaluation skills are developmental and include children working with greater independence and in present designs in greater details showing a deeper understanding of materials used and purpose.	
<p>Children will:</p> <ul style="list-style-type: none">-use own ideas to design something-make a simple plan before making-describe how their ideas work-explain to someone how they want to make their product <p>When confident with these skills they will be challenged in their designs to</p> <ul style="list-style-type: none">-add details to their designs and show the steps they will take in the making process-show thinking about the materials and tools they select to work with-make a template to work with and simple mock ups	<p>Children will:</p> <ul style="list-style-type: none">-describe how something works and talk about their finished product- explain what worked well and if anything didn't work so well-talk about problems they faced throughout the making process <p>These skills will develop so children record their evaluations and adapt original plans</p>

Design and Evaluate

Key Stage Two

Children are taught to:

- 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

Building on design and evaluative skills from KS1:		
	Design	Evaluate
Y3/4	<p>Children will:</p> <ul style="list-style-type: none"> -understand and write design criteria before planning -design a product and take consideration into what the product looks like -be clear about the reasons for selecting materials including for suitability and appearance <p>As these skill develop they will:</p> <ul style="list-style-type: none"> -include ideas from other people when designing -produce a plan and explain it in detail -persevere and adapt work when original ideas do not work -communicate ideas in a range of ways including sketeches and drawings which are annotated 	<p>Children will:</p> <ul style="list-style-type: none"> - prove that a design meets a design criteria -know why a model has or has not been successful -revise plans and explain how to improve a finished model <p>Then learn to:</p> <ul style="list-style-type: none"> -evaluate products for both their purpose and appearance -explain how the original design has been improved -present a product in an interesting way
Y5/6	<p>Children will</p> <ul style="list-style-type: none"> -come up with a range of ideas after collecting information from different sources -produce a detailed step-by-step plan 	<p>Children will</p> <ul style="list-style-type: none"> -suggest alternative plan, outlining the positive features and draw backs

	-explain how a produce will appeals to a specific audience -	-evaluate appearance and function against original criteria
--	---	---