



**Brize Norton Primary School – Progression framework of skills for Design and Technology**

**Lower School - Year 1/2/3**

**SHINE Skills**

**Strive**

I work well in a group to work something out. (Collaboration)

I keep going when the work is hard (Independence)

I listen to the teacher and use check lists and marking to make my work better (Independence)

**Help**

I help other children do better in their work. (Leadership)

I work with others to solve a problem (Collaboration)

**Inspire**

I set a good example with my behaviour (Leadership)

I talk well to the whole class or school on my own (Independence)

I am interested in learning and finding things out on my own (Independence)

**Nurture**

I listen to other children's ideas in the group (Collaboration)

I show other children what is good about their work (Leadership)

I help other children to improve their work (Leadership)

**Excel**

I do a responsible job in the class or school (Leadership)

I change what I am doing after listening to others' ideas (Collaboration)

I work well in a team to present my work to an audience (Collaboration)

I speak clearly in front of an audience (Independence)

		<b>Skills (to underpin knowledge and develop throughout each project)</b>			
		<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Processes</b>					
<b><i>Cooking and Nutrition</i></b>	<ul style="list-style-type: none"> <li>Understand where some fruit and vegetables come from e.g. farmed or grown at home.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple tools with help to prepare food safely (eg: graters, zesters, safe knives, juicers)</li> <li>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> </ul>	<ul style="list-style-type: none"> <li>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>Use knowledge of a healthy diet to prepare dishes.</li> <li>Use basic food handling, hygienic practices and personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the different food groups and name food from each group.</li> <li>Understand that food has to be grown, farmed or caught in Europe and the wider world.</li> <li>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely, preparing predominantly savoury dishes</li> <li>Select/ plan ingredients needed for recipe</li> <li>Use a range of tools and equipment safely, appropriately and accurately</li> <li>With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven</li> <li>Follow hygiene procedures</li> </ul>	
	<ul style="list-style-type: none"> <li><b>Creating and thinking critically</b> - Children have and develop their own ideas, make</li> </ul>	<ul style="list-style-type: none"> <li>Create simple designs for a product</li> </ul>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of existing products to design his/her own functional product.</li> <li>Create designs using exploded diagrams</li> <li>Develop and follow simple design criteria</li> </ul>	



<p><b>Developing, planning and communicating ideas.</b></p>	<p>links between ideas, and develop strategies for doing things.</p>	<ul style="list-style-type: none"> <li>• Use pictures and words to describe what he/she wants to do</li> </ul>	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	
<p><b>Working with tools, equipment and components.</b></p>	<p><b>ELG: Fine Motor Skills</b> Use a range of small tools, including scissors and paint brushes.</p> <p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark out, cut and shape a range of materials.</li> <li>• Use tools e.g. scissors and a hole punch safely.</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>• Select and use appropriate fruit and vegetables, processes and tools.</li> <li>• Use simple finishing techniques to improve the appearance of their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate tools, equipment, techniques and materials from a wide range.</li> <li>• Safely measure, mark out, cut and shape materials and components using a range of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely measure, mark out, cut, assemble and join with some accuracy.</li> <li>• Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</li> <li>• Use a range of tools and equipment safely, appropriately and accurately</li> <li>• With growing independence, measure and mark out to the nearest cm and millimeter</li> <li>• Assemble, join and combine material and components with some degree of accuracy</li> </ul>
<p><b>Evaluating process and products</b></p>	<p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p>	<ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate against their design criteria.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</li> <li>• Explore and evaluate existing products.</li> <li>• Evaluate their product against their original design criteria.</li> </ul>