



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

Upper School - Year 4 / 5 / 6

SHINE Skills

Strive

I contribute well in group and class work, listening respectfully and responding thoughtfully (Collaboration)

-I improve my ideas by learning from other people (Collaboration)

I am self-motivated and strive for excellence even when the going gets tough (Independence) (Independence)

Help

-I help others review their work so that there is a clear improvement (Leadership)

-I build on the contributions of others in discussion and help to move the task forward (Collaboration)

-I help myself by reading and listening to teachers' comments about my work and making improvements (Independence)

I set an example to others through my attitude to learning (Leadership)

-I persuade and inspire others through my actions and words (Leadership)

-I deal with challenges positively, finding ways to tackle them (Independence)

Nurture

I nurture others' talents and help them improve in their learning (Leadership)

I find ways in which my group can work more effectively, encouraging others and nurturing everybody's talents (Leadership)

-I make connections between different areas of my learning, nurturing my own talents (Independence)

Excel

I organise a team responsibly and fairly, e.g. distributing tasks (Leadership)

Through good teamwork and individual effort I ensure the group excels (this could be in any area of learning including outside school (Collaboration))

Inspire

Skills (to underpin knowledge and develop throughout each project)

	Year 4	Year 5	Year 6
<p>Processes</p> <p>Cooking and Nutrition</p>	<ul style="list-style-type: none"> Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques, preparing predominantly savoury dishes Select/ plan and explain ingredients needed for recipe Prepare ingredients using appropriate cooking utensils safely 	<ul style="list-style-type: none"> Understand the main food groups and the different nutrients that are important for health. Prepare and cook a variety of savoury dishes using a range of cooking techniques Understand that food is processed into ingredients that can be eaten or used in cooking Understand that food is processed into ingredients that can be eaten or used in cooking Prepare dishes safely and hygienically including, where appropriate, the use of a heat source 	<ul style="list-style-type: none"> Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Research, plan and prepare and cook savoury dishes, applying his/her knowledge of ingredients and his/her technical skills. Explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes Prepare dishes safely and hygienically Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling



	<ul style="list-style-type: none"> • Measure and weigh ingredients to the nearest gram and millilitre; • With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven • Follow and explain hygiene procedures 	<ul style="list-style-type: none"> • Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma • Independently follow a recipe • With support select appropriate ingredients and use a wide range of techniques to combine them • follow hygiene procedures with support where necessary. 	<ul style="list-style-type: none"> • Alter methods, cooking times and/or temperatures measure accurately and calculate ratios of ingredients to scale up or down from a recipe • Select appropriate ingredients and use a wide range of techniques to combine them • follow hygiene procedures
<p>Developing planning and communicating ideas.</p>	<ul style="list-style-type: none"> • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. • Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. • Develop and follow simple design criteria 	<ul style="list-style-type: none"> • Use research into existing products and market research to inform the design of innovative products. • Create prototypes to show his/her ideas • Generate a range of design ideas 	<ul style="list-style-type: none"> • 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 ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Clearly communicate final designs
<p>Working with tools, equipment and components.</p>	<ul style="list-style-type: none"> • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. • Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. • Use a range of tools and equipment safely, appropriately and accurately • With growing independence, measure and mark out to the nearest 	<ul style="list-style-type: none"> • Select from a wide range of tools and equipment and use safely and appropriately with support • Produce step by step plans to guide making, demonstrating knowledge of different materials, tools and techniques. • Measure and mark out, to within 1 millimetre • Cut, shape and score materials with increasing precision and accuracy • Assemble, join and combine materials and components with increasing accuracy • Begin to refine the finish using techniques to improve the appearance of their product, such 	<ul style="list-style-type: none"> • <i>With growing confidence, select from a wide range of tools and equipment, explaining their choices, use safely and appropriately</i> • <i>Select from a range of materials and components according to their functional properties and aesthetic qualities</i> • <i>Independently plan by suggesting what to do next</i> • <i>Independently take exact measurements and mark out, to within 1 millimetre</i> • <i>Cut, shape and score materials with precision and accuracy</i> • <i>Pin, sew and stitch materials together to create a product</i>



	<p>cm and millimeter</p> <ul style="list-style-type: none"> Assemble, join and combine material and components with some degree of accuracy 	<p>as sanding or a more precise scissor cut after roughly cutting out a shape</p>	<ul style="list-style-type: none"> <i>Assemble, join and combine materials and components with accuracy</i> <i>Refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape</i>
<p>Evaluating process and products</p>	<ul style="list-style-type: none"> Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose Consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product 	<ul style="list-style-type: none"> Make detailed evaluations about existing products and his/her own Consider the views of others to improve his/her work. Evaluate their ideas and products against the original design criteria, making changes as needed. 	<ul style="list-style-type: none"> Investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make Complete detailed competitor analysis of other products on the market