



RIVERSIDE PRIMARY SCHOOL: DESIGN & TECHNOLOGY CURRICULUM PROVISION EYFS - Y6

EYFS	Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
		<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
ELG - 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 narratives and stories						
Focus	Designing	Making	Evaluating	Technical skills	Food technology	
Nursery	<ul style="list-style-type: none"> Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Use available resources to create props or creates imaginary ones to support play 	<ul style="list-style-type: none"> Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously 	<ul style="list-style-type: none"> Develop new skills & techniques Use tools for a purpose 	<ul style="list-style-type: none"> Talk about the differences between materials & changes they notice Make healthy choices 	
Reception	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding Create collaboratively sharing ideas, resources & skills 	<ul style="list-style-type: none"> Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking Create representations both imaginary & real-life ideas, events, people & objects 	<ul style="list-style-type: none"> Express & communicates working theories, feelings & understandings Responds imaginatively to art works & objects Return to & build on previous learning, refining ideas & developing their ability to represent them Discuss problems & how they might be solved 	<ul style="list-style-type: none"> Use different techniques for joining materials Use tools independently, with care & precision 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns & change Know & talk about the different factors that support their overall health & well-being 	
	NURSERY			FOUNDATION		
Vocabulary	Apron, build, chop, glue, make, cut, material, equipment, scissors, sew mix, tools, photography, meals, snack, balance, different		Design, join, combine, fabric, use, experiment, change, idea, improve, adapt, technology, healthy, balanced diet, vertically, horizontally, stack, plan, product, material names, waterproof			



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Yr	Unit	Design & Technology Knowledge	National Curriculum Coverage	Key Concepts	Skills & Techniques	Key Vocabulary
1	Templates & Joining	<p>Designing Something puppet for someone 6 yr old for some purpose: to tell stories</p> <p>Making • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics.</p> <p>Evaluating • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria.</p> <p>Technical knowledge and understanding • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.</p>	<p>Design •design purposeful, functional, appealing products for themselves and other users based on design criteria •generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make •select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] •select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate •explore and evaluate a range of existing products •evaluate their ideas and products against design criteria</p> <p>Technical knowledge •build structures, exploring how they can be made stronger, stiffer and more stable •explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<ul style="list-style-type: none"> Using prepared teaching aids, use appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product. Practise joining techniques e.g. running stitch including threading own needle, stapling, lacing and gluing. Practise finishing skills e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing. 	<p>joining and finishing techniques, tools, fabrics and components</p> <p>template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>
1	Wheels & Axles	<p>Designing Something car for someone younger relative for some purpose: to tell play with</p> <p>Making • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Evaluating • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas their products against original criteria.</p> <p>Technical knowledge and understanding • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.</p>	<p>Make •select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] •select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate •explore and evaluate a range of existing products •evaluate their ideas and products against design criteria</p> <p>Technical knowledge •build structures, exploring how they can be made stronger, stiffer and more stable •explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Master practical techniques</p> <p>Take inspiration from design</p> <p>Design, Make, Evaluate & Improve</p>	<ul style="list-style-type: none"> Practise marking out, holding, cutting and join materials and components correctly. Using samples of materials and components they will use when designing and making, children to assemble some examples of wheel, axle, axle holder combinations. 	<p>vehicle, wheel, axle, axle holder, chassis, body, cab</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism design, make, evaluate, purpose, user, criteria, functional</p>
1	Preparing Fruits & vegetables	<p>Designing Something fruit salad for someone 6 yr old for some purpose: to provide a healthy snack</p> <p>Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics</p> <p>Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy</p>	<p>Make •select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] •select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate •explore and evaluate a range of existing products •evaluate their ideas and products against design criteria</p> <p>Technical knowledge •build structures, exploring how they can be made stronger, stiffer and more stable •explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<ul style="list-style-type: none"> Practise food processing skills such as washing, grating, peeling, slicing, squeezing 	<p>sensory vocabulary: soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>



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Yr	Unit	Design & Technology Knowledge	National Curriculum Coverage	Key Concepts	Skills & Techniques	Key Vocabulary
		<p>Designing and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate. Know and use technical and sensory vocabulary relevant to the project. <i>for some purpose: to play with</i></p>	<p>Design •design purposeful, functional, appealing products for themselves and other users based on design criteria</p>		<p>• Practise measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics.</p>	<p>cut, fold, join, fix structure, wall, tower,</p>
2	Freestanding Structures	<p>Making • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating.</p> <p>Evaluating • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p>Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.</p>	<p>•generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make •select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Master practical techniques</p> <p>Take inspiration from design</p>	<p>• build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks Children could make models of the structures they have seen in school and the local area.</p> <p>• Practise folding paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins.</p>	<p>framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle,</p>
2	Sliders & Levers	<p>Designing Something card with a moving part for someone to invite parents for some purpose: to an open afternoon</p> <p>Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.</p> <p>Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p>Technical knowledge and understanding • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.</p>	<p>including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate •explore and evaluate a range of existing products •evaluate their ideas and products against design criteria</p> <p>Technical knowledge •build structures, exploring how they can be made stronger, stiffer and more stable •explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Design, Make, Evaluate & Improve</p>	<p>•explore simple levers and sliders is used to show a butterfly flying to a flower. • Make a simple slider and lever</p>	<p>slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards</p>



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Yr	Unit	Design & Technology Knowledge	National Curriculum Coverage	Key Concepts	Skills & Techniques	Key Vocabulary
3	Levers & Linkages	<p>Designing Something card for someone a friend for some purpose: Christmas</p> <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. 	<p>Design</p> <ul style="list-style-type: none"> 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 CAD <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	Master practical techniques	<ul style="list-style-type: none"> Practise accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. Construct a lever and link 	<p>mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output</p> <p>linear, rotary, oscillating, reciprocating user, purpose, function</p> <p>prototype, design criteria, innovative, appealing, design brief</p>
3	2D to 3D Textiles	<p>Making</p> <ul style="list-style-type: none"> Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing 	Take inspiration from design	<ul style="list-style-type: none"> Practise sewing fabric together, demonstrating the use of, and need for, seam allowances. Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes. Practise some decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing. 	<p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>
3	Dips & Dippers	<p>Designing Something dips & dippers for someone parents for some purpose: open afternoon</p> <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products <p>Evaluating</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients 	<p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing 	Design, Make, Evaluate & Improve	<ul style="list-style-type: none"> investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products Record results, for example using a table. Gather information about existing products available relating to your product. Practise cutting techniques safely 	<p>sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> <p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested</p> <p>healthy/varied diet planning,</p>



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		appropriate for their product• Know and use relevant technical and sensory vocabulary appropriately.	to program, monitor and control their products.			
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Yr	Unit	Design & Technology Knowledge	National Curriculum Coverage	Key Concepts	Skills & Techniques	Key Vocabulary
4	Healthy & varied diet	<p>Designing Something picnic for someone a friend for some purpose: for a healthy celebration</p> <p>Making • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>Design • 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 CAD</p> <p>Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components,</p> <p>Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing</p>	Master practical techniques	<ul style="list-style-type: none"> investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products Record results, for example using a table. Gather information about existing products available relating to your product. Practise cutting techniques safely 	texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations
4	Shell Structures	<p>Designing Something Jewellery box for someone a friend for some purpose: to keep a brooch safe</p> <p>Making • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating.</p> <p>Evaluating • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose.</p> <p>Technical knowledge and understanding • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures.</p>	<p>Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing</p>	Take inspiration from design Design, Make, Evaluate & Improve	<ul style="list-style-type: none"> Use software to open existing drawings including nets and to draw nets of their own, using gridlines and pre-shaped tools. Practise making nets out of card, joining flat faces with masking tape to create 3-D shapes. Experiment with assembling pre-drawn nets in numerous ways using scoring, cutting and assembling techniques. construct a simple box and show how a window can be cut out and acetate sheet added. 	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, design
4	Electrical Systems	<p>Designing Something illuminated sign for someone a themselves for some purpose: to decorate bedroom door</p> <p>Making • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy</p> <p>Evaluating • Investigate and analyse a range of existing battery-powered products.</p> <p>Technical knowledge and understanding</p>	<p>Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing</p>		<ul style="list-style-type: none"> Practise finding a fault in a simple circuit and correct it Use a simple computer control program with an interface box or standalone control box to physically control output devices e.g. bulbs and buzzers. 	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, program



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	<ul style="list-style-type: none">• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.• Apply their understanding of computing to program and control.	to program, monitor and control their products.		<ul style="list-style-type: none">• make a variety of switches by using simple classroom materials that operate in different ways	conductor, crocodile clip control,
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5	Celebrating Culture & Seasonality	<p>Designing Something yeast-based snack for someone a friend for some purpose: to take to a South American themed party</p> <p>Making • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>Evaluating • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p>Technical knowledge and understanding • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.</p>	<p>Design • 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 CAD</p> <p>Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components,</p> <p>Evaluate •investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>•understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing</p>	Master practical techniques	<ul style="list-style-type: none"> • Practise cooking skills: how to measure out, cut, shape and combine knead, beat, rub and mix ingredients. • use appropriate utensils and equipment that the children may use safely and hygienically. 	Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality
5	Structures	<p>Designing Something bird hide for someone children for some purpose: to put up in our environmental area</p> <p>Making • Formulate a clear plan, a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques</p> <p>Evaluating • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures.</p> <p>Technical knowledge and understanding • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project</p>	<p>•apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>•understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing</p>	Take inspiration from design Design, Make, Evaluate & Improve	<ul style="list-style-type: none"> • Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. • Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. reinforced and strengthened? • Use tools and equipment. • Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • Practise skills and techniques for accurately joining framework materials together. 	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent
5	Mechanical Systems	<p>Designing Something moving toy for someone a young child for some purpose: play with</p> <p>Making • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished.</p> <p>Evaluating • Compare the final product to the original design specification. • Test products with the intended user • Consider the views of others to improve</p> <p>Technical knowledge and understanding</p>	<p>•apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>•understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing</p>		<ul style="list-style-type: none"> • Use -cut cams made from MDF or wooden wheels to mount on a piece of board and observe their movement with a follower. • use a hand drill safely to make an off-centre cam and position it accurately in a housing. • Develop measuring, marking, cutting, shaping and joining skills using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to make cam mechanisms and 	cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion, exploded diagrams



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		<ul style="list-style-type: none">• Understand that mechanical systems have an input, process and an output.• Understand how cams can be used to produce different types of movement and change the direction of movement.	to program, monitor and control their products.		construct wooden frames or card housings, as appropriate.	mechanical system
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Yr	Unit	Design & Technology Knowledge	National Curriculum Coverage	Key Concepts	Skills & Techniques	Key Vocabulary
6	Textiles	<p>Designing Something sewn bag for someone an adult <i>for some purpose: to buy at summer fayre</i></p> <p>Making <ul style="list-style-type: none"> Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources, cost. </p> <p>Evaluating <ul style="list-style-type: none"> Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. </p> <p>Technical knowledge and understanding <ul style="list-style-type: none"> A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. </p>	<p>Design <ul style="list-style-type: none"> 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 CAD </p> <p>Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, </p> <p>Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world </p> <p>Technical knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing </p>	<p>Master practical techniques</p> <p>Take inspiration from design</p> <p>Design, Make, Evaluate & Improve</p>	<ul style="list-style-type: none"> Develop skills of threading needles and joining textiles using a range of stitches building upon children's earlier experiences of stitches e.g. improving appearance and consistency of stitches and introducing new stitches. Develop skills of sewing textiles by joining right side together and making seams. investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches. Develop skills of 2-D paper pattern making using grid or tracing paper to create a 3-D dipryl mock-up of a chosen product. Develop skills of computer-aided design (CAD) by using on-line pattern making software to generate pattern pieces. 	<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces</p> <p>name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper</p> <p>design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype</p>
6	Fairgrounds complex switches	<p>Designing Something moving fairground ride for someone a young adult <i>for some purpose: to play buy at summer fayre</i></p> <p>Making <ul style="list-style-type: none"> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. </p> <p>Evaluating <ul style="list-style-type: none"> Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components. </p> <p>Technical knowledge and understanding <ul style="list-style-type: none"> Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and </p>	<p>series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart</p>			



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		control their products. • Know and use technical vocabulary relevant to the project.	to program, monitor and control their products.		• Teach children how to avoid making short circuits.	
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