



The T-RF DT Curriculum Coverage EYFS



Designing		Making	Evaluating	Technical Knowledge	Food
F1	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Join different materials and explore different textures. 	<ul style="list-style-type: none"> Talk about what you like and don't like about their work 	<ul style="list-style-type: none"> Joining materials 	<ul style="list-style-type: none"> To understand and begin to make healthy food choices Use different tools (e.g. spoons, rolling pins, knives) to experiment with ingredients.
F2	<ul style="list-style-type: none"> Choose appropriate materials to make a product and select appropriate tools. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Explore how to make products more stable and stronger through the use of different materials. 	<ul style="list-style-type: none"> To understand and begin to make healthy food choices Use different tools (eg. spoons, rolling pins, knives) to experiment with ingredients.
Vocabulary Cut, scissors, glue, stick, join, materials, tools, idea, like, dislike.					
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.					



The T-RF DT Curriculum Coverage KS1 Cycle A



Cooking and Nutrition

NC:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Kebab - year 1 Muffins -- year 2	<ul style="list-style-type: none">• I can design an appealing design for a product.	<ul style="list-style-type: none">• I can use tools to cut and shape ingredients.• I know how to follow the instructions in a recipe and use the right ingredients.	<ul style="list-style-type: none">• I know how to evaluate a finished product	<ul style="list-style-type: none">• I know basic rules for hygiene.• I know basic rules for hygiene and safety and how nutrients in food that keep the body healthy and active.
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The T-RF DT Curriculum Coverage KS1 Cycle A



Designing		Making	Evaluating	Technical Knowledge
<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> 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>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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.
Textiles: Bag	<ul style="list-style-type: none"> I can design and draft a functional bag. 	<ul style="list-style-type: none"> I can use a range of tools and equipment to create a project by joining and finishing. I can select and use the correct materials to construct a bag by joining and finishing. 	<ul style="list-style-type: none"> I know how to evaluate a finished product 	<ul style="list-style-type: none"> I know how to make my project stronger next time.



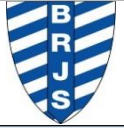
The T-RF DT Curriculum Coverage KS1 Cycle A



Designing		Making	Evaluating	Technical Knowledge
<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • Design - purposeful, functional, appealing products for themselves and other users based on design criteria • Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • 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>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 	<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • 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>Structure: Castle</p>	<ul style="list-style-type: none"> • I can design a functional and purposeful product. 	<ul style="list-style-type: none"> • I can use the correct materials to construct a structure by joining and finishing. • I can cut components correctly to construct. 	<ul style="list-style-type: none"> • I can evaluate a finished product. 	<ul style="list-style-type: none"> • I can make an axel. • I can talk about how to make my project stiffer and stronger.
<p>Wheels and Axels – (craft)year 2 Levers and sliders (person/fire hook, link to GFOI)– year 1</p>	<ul style="list-style-type: none"> • I can design a functional moving lever and slider . • I can design and develop a project with wheels and axels. 	<ul style="list-style-type: none"> • I can use a range of tools and equipment to perform practical tasks. • I can use tools to cut and shape materials. 	<ul style="list-style-type: none"> • I know how to evaluate a finished product 	<ul style="list-style-type: none"> • I know which mechanism to use for making wheels and axels. • I know how to make my structure stronger, stable and stiffer next time.



The T-RF DT Curriculum Coverage KS1 Cycle B



Designing		Making	Evaluating	Technical Knowledge
<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • Design - purposeful, functional, appealing products for themselves and other users based on design criteria • Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		<p>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • 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>NC: Pupils should be taught to :</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Year 2- Wheels and Axels – (toy car for TM) Year 1 - Levers and sliders- (toy)</p>	<ul style="list-style-type: none"> • I can design and develop a project. 	<ul style="list-style-type: none"> • I can select and use the correct materials by joining and finishing. • I can use the right components. 	<ul style="list-style-type: none"> • To know how to evaluate a finished product 	<ul style="list-style-type: none"> • I know which mechanism to use for making wheels and axels. • I know how to make my structure stronger, stable and stiffer next time.



The T-RF DT Curriculum Coverage KS1 Cycle B



Cooking and Nutrition

NC:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

**Kebab - year 1
Muffins -- year 2**

- I can design an appealing design for a product.

- I can use tools to cut and shape ingredients.
- I know how to follow the instructions in a recipe and use the right ingredients.

- I know how to evaluate a finished product

- I know basic rules for hygiene.
- I know basic rules for hygiene and safety and how nutrients in food that keep the body healthy and active.



The T-RF DT Curriculum Coverage KS1 Cycle B



Designing		Making	Evaluating	Technical Knowledge
<p><i>NC: Pupils should be taught to :</i></p> <ul style="list-style-type: none">• Design - purposeful, functional, appealing products for themselves and other users based on design criteria• Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		<p><i>NC: Pupils should be taught to :</i></p> <ul style="list-style-type: none">• 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><i>NC: Pupils should be taught to :</i></p> <ul style="list-style-type: none">• Explore and evaluate a range of existing products• Evaluate their ideas and products against design criteria	<p><i>NC: Pupils should be taught to:</i></p> <ul style="list-style-type: none">• 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.
Structures: chair	<ul style="list-style-type: none">• I can design and develop a project.	<ul style="list-style-type: none">• I can select and use the correct materials for joining and finishing.• I can use the right components to complete my project.	<ul style="list-style-type: none">• To know how to evaluate a finished product	<ul style="list-style-type: none">• I know how to make my structure stronger, stable and stiffer next time.
Textiles: finger puppet	<ul style="list-style-type: none">• I can design by drawing a functional and purposeful project.	<ul style="list-style-type: none">• I can select and use the correct materials to construct a structure by joining and finishing.• I can use textiles to create a project.	<ul style="list-style-type: none">• I can evaluate a finished product.	<ul style="list-style-type: none">• I know how to make my structure stronger, stable and stiffer next time.



The T-RF DT Curriculum Coverage LKS2 Cycle A



Community: Social aspect of eating together, sourcing food locally, staying healthy

Responsibility: Not producing food waste

Possibilities: Possible jobs in the food industry (baker)

Cooking and Nutrition

NC: To understand and apply the principles of a healthy and varied diet

To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Cooking: Roman Bread	<ul style="list-style-type: none"> • I know how to design an adjusted recipe • I know how to create labelled and annotated sketches of their ideas 	<ul style="list-style-type: none"> • I know how to follow the instructions in a recipe • I know how to make bread based on a plan and design • I know how to use measuring cups, spoons, and digital scales to measure out ingredients in grams and a jug to measure liquids in ml • Mixing to form a bread dough • Kneading & shaping dough 	<ul style="list-style-type: none"> • I know how to evaluate a finished product • I know how to prove that a design meets a set criteria 	<ul style="list-style-type: none"> • I know what a balanced diet is • I know what an appropriate portion size is • I know basic rules for hygiene and safety • I know how nutrients in food that keep the body healthy and active • I know how to describe the taste, texture and smell of a given food • I know which ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects • I know the importance of kneading when making bread. • I know that yeast is a rising agent in bread
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The T-RF DT Curriculum Coverage LKS2 Cycle A



Community: Teamwork

Responsibility: Sourcing the resources in a sustainable way

Possibilities: Understanding the value of being able to travel/exploring the world

Designing		Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Structures: Viking Long ships</p>	<ul style="list-style-type: none"> I know how to use ideas from other people when designing I know how to produce a plan and explain it I know how to label and annotate a diagram I know how to choose from a range of materials and tools to meet s design criteria 	<ul style="list-style-type: none"> I know how to select the most appropriate material, tools and techniques for a given task I know how persevere and adapt work when original ideas do not work 	<ul style="list-style-type: none"> I know how to test my design against the criteria I know how to prove that a design meets a set criteria. 	<ul style="list-style-type: none"> I know the key features and functions e.g. keel, sail, and prow. I know how to strengthen a product by stiffening a given part or reinforce a part of the structure



The T-RF DT Curriculum Coverage LKS2 Cycle A



Community: Helping each other, asking helpers to come to school

Responsibility: Recycling/Upcycling/reusing

Possibilities: Jobs in the creative sector (seamstress/costume designers, ...)

Designing	Making	Evaluating	Technical Knowledge
<p>NC: 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 To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Textiles: Sewing Ocean Creatures</p> <ul style="list-style-type: none"> • I know how to design an attractive product • I can use ideas from other people when designing • I know how to produce a plan • I know how to use annotated sketches and drawings to communicate ideas 	<ul style="list-style-type: none"> • I know how to follow a step-by-step plan, choosing the right equipment and materials • I know how to choose material for its suitability and appearance • I know how to select the most appropriate tools and techniques for a given task • I know how to measure accurately • I know how to persevere and adapt work when original ideas do not work • I know how to present a product in an interesting way 	<ul style="list-style-type: none"> • I can prove that a design meets a set criteria • I know why a model has, or has not, been successful/ evaluate products for both their appearance • I know how to explain how to improve a finished model 	<ul style="list-style-type: none"> • I know that when two edges of fabric have been joined together it is called a seam • I know that some products are turned inside out after sewing so the stitching is hidden • I know that creating a prototype of my design is useful for checking ideas and proportions



The T-RF Art LKS2 Vocabulary Cycle A



Roman Bread	Viking Long ships	Sewing Ocean Creatures
<p>bread recipe process knead ingredients packaging product bake cook hygiene method equipment flour yeast prove oven baker mould</p>	<p>design material tools technique measure model Reinforce dragon head Tail sail detachable shields steering paddle</p>	<p>design product material create appearance plan sketch draw measure adapt modify evaluate model stitch join fabric form padding Sew/ing detail texture</p>



The T-RF DT Curriculum Coverage LKS2 Cycle B



Community: Aspect of community when settling

Responsibility: not wasting resources (like during the Stone Age)

Possibilities: Jobs like structural engineers and/or architects

Designing		Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Structures: Stone Age Shelters	<ul style="list-style-type: none"> I know how to design a suitable product I know how to choose material for both its suitability and its appearance 	<ul style="list-style-type: none"> I know how to select the most appropriate tools and techniques for a given task 	<ul style="list-style-type: none"> I know how to prove that a design meets a set criteria. I know why a model has, or has not, been successful/ evaluate products for both their purpose and appearance I know how to explain how to improve a finished model 	<ul style="list-style-type: none"> I know how to strengthen a product by stiffening a given part or reinforce a part of the structure



The T-RF DT Curriculum Coverage LKS2 Cycle B



Community: Social aspect of eating together, sourcing food locally, experiencing different flavours and textures from a different culture, staying healthy

Responsibility: Not producing food waste

Possibilities: Possible jobs in the food industry (chef)

Cooking and Nutrition

NC: To understand and apply the principles of a healthy and varied diet

To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Cooking: Vegetarian Curry	<ul style="list-style-type: none"> I know how to design an adjusted recipe for vegetarian curry 	<ul style="list-style-type: none"> I know how to follow the instructions in a recipe I know how to make vegetarian curry on a plan and design I know safety rules for using, storing and cleaning a knife safely 	<ul style="list-style-type: none"> I know how to evaluate a finished product 	<ul style="list-style-type: none"> I know that not all fruits and vegetables can be grown in the UK I know that climate affects food growth I know that vegetables and fruit grow in certain seasons
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The T-RF DT Curriculum Coverage LKS2 Cycle B



Community: Playing games together

Responsibility: using resources carefully and responsibly

Possibilities: Jobs like electricians/game designers

Designing		Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Electrical systems: Games	<ul style="list-style-type: none"> I know how to disassemble and investigate everyday products to see how they fit their purpose. 	<ul style="list-style-type: none"> I know how to use a prototype effectively I know how simple electrical circuits and components can be used to create functional products I know how to Use a wider range of materials and components than KS1, including electrical components I know how to use tools with increasing accuracy 	<ul style="list-style-type: none"> I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products I know how to investigate and analyse: <ul style="list-style-type: none"> How well products have been designed how well products have been made why materials have been chosen what methods of construction have been used 	<ul style="list-style-type: none"> I know the name and uses of basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers, motors) I know symbols are used when representing a simple circuit in a diagram. I know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells (batteries) used in the circuit I know how to compare and give reasons for variations in how components function,



The T-RF Art LKS2 Vocabulary Cycle B



Stone Age Shelters	Vegetarian Curry	Electrical Games
<p>Shelter Waterproof Windproof Natural materials Construct Fibres Woven Dwelling Thatch Turf Midden Skara Brae Palaeolithic Mesolithic Neolithic</p>	<p>Curry Kari Spices Ground spices Capsaicin Fry Chop Slice Peel Grate Drain Boil Simmer Stir Spit (oil) season</p>	<p>Electricity Current Series circuit Attract Component Repel Test Battery Bulb Buzzer Cell Conductor Series Switch electrostatic Motion Copper wire insulator</p>



The T-RF DT Curriculum Coverage UKS2 Cycle A



Community: How did Victorians celebrate Christmas? How do we celebrate?

Responsibility: using resources carefully and responsibly

Possibilities: Designing a room, product designer

Designing	Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Electrical system: Victorian Dioramas</p> <ul style="list-style-type: none"> I know how to generate ideas by collecting and using information, from a number of sources, including ICT based sources. I know how to carry out research I know how to design a product to fit a design brief I know how to use learning from science to help design products that work 	<ul style="list-style-type: none"> I know how to measure accurately to ensure precision I know how to use learning from science to help make products that work I know electrical systems have an input, process and output I know how to reinforce and strengthen a 3D framework I know how to strengthen, stiffen and reinforce 3-D frameworks I know how finishing techniques can strengthen and improve the appearance of their product. I know how to switch electrical circuits on and off with a switch 	<ul style="list-style-type: none"> I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products I know how explain how product meets design criteria I know how to modify plans as I work I know how to use my design criteria to evaluate 	<ul style="list-style-type: none"> I know that a diorama is a physical box built to showcase learning on a subject matter or topic I know how to ensure product is strong and fit for purpose I know that materials have both functional properties and aesthetic qualities



The T-RF DT Curriculum Coverage UKS2 Cycle A



Community: value of looking after our local environment

Responsibility: not wasting resources, using renewable resources

Possibilities: Jobs like structural engineers and/or architects

Designing		Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Structures: Bird Boxes	<ul style="list-style-type: none"> I know how to generate ideas by collecting and using information, from a number of sources, including ICT based sources. I know how to carry out research I know how to design a product to fit a design brief 	<ul style="list-style-type: none"> I know how to measure accurately to ensure precision I know how to strengthen, stiffen and reinforce 3-D frameworks I know how finishing techniques can strengthen and improve the appearance of my product. 	<ul style="list-style-type: none"> I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products I know how explain how product meets design criteria I know how to modify plans as I work I know how to use my design criteria to evaluate 	<ul style="list-style-type: none"> I know how to ensure product is strong and fit for purpose I know that materials have both functional properties and aesthetic qualities



The T-RF DT Curriculum Coverage UKS2 Cycle A



Community: Value of playing together, bringing people together to enjoy a game

Responsibility: not wasting resources, using renewable resources

Possibilities: Creating and developing an idea, improving ideas

Designing	Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Mechanical systems: CAM moving toys</p> <ul style="list-style-type: none"> • I know how to generate ideas by collecting and using information, from a number of sources, including ICT based sources. • I know how to carry out research • I know how to design a product to fit a design brief • I know how mechanical products function and meet user's needs 	<ul style="list-style-type: none"> • I know how finishing techniques can improve the appearance of my product. • I know that mechanical and electrical systems have an input, process and output • I know how mechanical systems such as cams or pulleys or gears create movement 	<ul style="list-style-type: none"> • I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products • I know how explain how product meets design criteria • I know how to modify plans as I work • I know how to use my design criteria to evaluate • I know how well a product meets a users needs and wants 	<ul style="list-style-type: none"> • I know how to ensure a product i fit for purpose • I know that materials have both functional properties and aesthetic qualities



The T-RF Art UKS2 Vocabulary Cycle A



Victorian Dioramas	Bird Boxes	CAM moving toys
<p>model 3D museum exhibition history scene background represent scale material box layered mounted miniature display sketch design electrical circuit triangulation aesthetics purpose theme prototype function criteria</p>	<p>wooden frame decoration stable sturdy reinforce hacksaw sandpaper hammer nail wood glue clamp strong durable watertight accurate</p>	<p>mechanical system pulley drive belt gear gearing up or down driver follower mesh motor spindle</p>



The T-RF DT Curriculum Coverage UKS2 Cycle B



Community: Helping each other, asking helpers to come to school

Responsibility: Recycling/Upcycling/reusing

Possibilities: Jobs in the creative sector (seamstress/costume designers, ...)

Designing	Making	Evaluating	Technical Knowledge
<p>NC: 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</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Textiles: Upcycling</p> <ul style="list-style-type: none"> • I know how to carry out research, using surveys, interviews, and web-based resources • I know how to design a product to fit a design brief • I know how to develop my own simple design specification to guide my thinking. • I know about the properties and qualities of materials that I will use • I know how to create exploded diagrams. 	<ul style="list-style-type: none"> • I know how finishing techniques can improve the appearance of my product. • I know that materials have both functional properties and aesthetic qualities • I know how to measure, mark, cut out and shape a range of materials 	<ul style="list-style-type: none"> • I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products • I know how explain how product meets design criteria • I know how to modify plans as I work • I know how to use my design criteria to evaluate • I know why materials have been chosen 	<ul style="list-style-type: none"> • I know how to ensure a product i fit for purpose • I know that materials have both functional properties and aesthetic qualities



The T-RF DT Curriculum Coverage UKS2 Cycle B



Community: Social aspect of eating together, sourcing food locally, experiencing different flavours and textures from a different culture, staying healthy

Responsibility: Not producing food waste

Possibilities: Possible jobs in the food industry (chef)

Cooking and Nutrition

NC: To understand and apply the principles of a healthy and varied diet

To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Cooking: Greek Food	<ul style="list-style-type: none"> I know how to generate ideas by collecting and using information from a number of sources, including ICT based sources to generate design ideas. 	<ul style="list-style-type: none"> I know essential procedures for safety and hygiene when handling food I know how to use an oven with adult supervision I know how to use a hand mixer or blender I know how to use techniques that involve a number of steps I know how to refer to my design criteria as I design and make I know how to grate harder foods 	<ul style="list-style-type: none"> I know to refer to my design criteria as I design and make. I know how to modify plans as I work and I know how to use my design criteria to evaluate their completed products. 	<ul style="list-style-type: none"> I know the dietary needs of individuals I know how a variety of ingredients are grown, reared, caught and processed I know how bacteria develops
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The T-RF DT Curriculum Coverage UKS2 Cycle B



Community: How did communities live together in the past?

Responsibility: not wasting resources, using renewable resources

Possibilities: Jobs like structural engineers and/or architects

Designing		Making	Evaluating	Technical Knowledge
<p>NC: 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 To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>NC: To select from and use a wider range of tools and equipment to perform practical tasks To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>NC: To investigate and analyse a range of existing products To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work To understand how key events and individuals in design and technology have helped shape the world</p>	<p>NC: To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Structures: Tudor Houses	<ul style="list-style-type: none"> I know how to generate ideas by collecting and using information, from a number of sources, including ICT based sources. I know how to carry out research I know how to design a product to fit a design brief 	<ul style="list-style-type: none"> I know how to measure accurately to ensure precision I know how to strengthen, stiffen and reinforce 3-D frameworks I know how finishing techniques can strengthen and improve the appearance of my product. 	<ul style="list-style-type: none"> I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products I know how explain how product meets design criteria I know how to modify plans as I work I know how to use my design criteria to evaluate 	<ul style="list-style-type: none"> I know how to ensure product is strong and fit for purpose I know that materials have both functional properties and aesthetic qualities



The T-RF Art UKS2 Vocabulary Cycle B



Upcycling	Tudor Houses	Greek Food
<p>fashion textile fabric sewing applique suitability durability aesthetic recycle</p>	<p>Tudor house timber wattle and daub wooden beams steep roof jetty criss-cross/ lattice pattern</p>	<p>Traditional Ingredients Savoury Sweet Menu Balanced diet Diet Healthy Grains Wheat Barley Fruit Vegetables Olives Grapes Figs Source goat</p>