

Ridgeway Primary School Curriculum



D.T.

Team Ridgeway's Vision:

Igniting curiosity



Nurturing growth

Ambitious **Respectful** **Celebrating difference**



Team Ridgeway's Culture:



Values:

Our values for the whole school community are...

- **Ambitious** (being our brilliant best)
- **Respectful** (of ourselves, other people and our environment)
- **Celebrating difference** (promoting tolerance in ourselves & others)

We work towards these values using them as our Curriculum Drivers and using our LEARNERS Code.



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Design Technology - Triple i

Intent:

Our Design Technology curriculum aims to provide our children with a real-life context for learning. To aim to provide an interesting and varied curriculum that teaches our children an understanding and appreciation of products and design and how and why items are made. We give our children the opportunity to be inspired by engineers, designers, chefs and architects, which in turn will inspire them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life context and purpose. We will enable the children to develop the skills and flair needed to express their ideas and produce intended outcomes in their own design work.



Implementation:

The curriculum will be implemented to:

- ✓ Show progression across all key stages within the strands of DT.
- ✓ Ensure our children have access to key knowledge and language to understand and readily apply this to their practical work in DT.
- ✓ Exposed the children to work by designers, engineers, chefs, architects, and craftworkers to inspire them to consider and experiment with a range of techniques, designs, materials and cooking.
- ✓ Demonstrate techniques and provide opportunities for children to explore these using a range of materials.
- ✓ Enable children to collect their ideas, research, experimentation, designs and results. They are then shared, reflected upon and celebrated.
- ✓ Ensure that work is produced with a clear purpose/audience and evaluated and displayed to the highest standard.
- ✓ Allow children to share, consume or sell products to raise money for our school and pupils.

Impact:

Pupils will develop a strong understanding of the elements of Design Technology and will be able to apply these concepts creatively and critically analyse products, developing their creative understanding.

Children will understand what being a 'designer' means and be able to articulate their preferences with reasons and respect. They will understand that design not only involves ergonomics but also aesthetics, therefore it can be subjective.

Our children will understand that being a designer takes determination and perseverance and will be able to design and realise their own products using the skills and knowledge that they have acquired.

DT	Coverage of the National Curriculum	
	Key Stage 1	Key Stage 2
Technical Knowledge	<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. 	<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 to program, monitor and control their products.
Design & Planning	<ul style="list-style-type: none"> 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 	<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 computer-aided design
Making & Constructing	<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 	<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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluation & Improvement	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<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
Cooking and Nutrition	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

DT	Core Skills
Problem Solving	<ul style="list-style-type: none"> ▪ Encouraging children to think critically and creatively to solve design challenges. This involves identifying problems, brainstorming solutions, and evaluating the effectiveness of their designs.
Technical Knowledge	<ul style="list-style-type: none"> ▪ Understanding the properties and uses of different materials, as well as basic mechanisms and structures. This includes learning how to use tools safely and effectively.
Design & Planning	<ul style="list-style-type: none"> ▪ Developing the ability to create detailed plans and sketches for their projects. This skill helps children visualize their ideas and plan the steps needed to bring them to life.
Making & Constructing	<ul style="list-style-type: none"> ▪ Gaining hands-on experience with constructing models and prototypes. This involves using a variety of tools and materials to create functional products.
Evaluation & Improvement	<ul style="list-style-type: none"> ▪ Learning to assess their own work and the work of others. This skill helps children understand the importance of feedback and continuous improvement in the design process.

Creator's Toolkit	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Problem Solving	<ul style="list-style-type: none"> Show curiosity about objects and events, ask questions, and engage in open-ended activities to explore different ways to solve problems. 	<ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. 	<ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for functional products. 	<ul style="list-style-type: none"> Generate innovative ideas through research, including surveys and interviews, to develop a design brief and criteria.
Technical Knowledge	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools, and techniques, experimenting with color, design, texture, form, and function. 	<ul style="list-style-type: none"> Learn about the properties and uses of different materials and basic mechanisms. 	<ul style="list-style-type: none"> Understand more complex mechanisms and structures, and how to use a wider range of tools. 	<ul style="list-style-type: none"> Apply knowledge of materials, mechanisms, and structures to create complex products.
Design & Planning	<ul style="list-style-type: none"> Create simple representations of events, people, and objects, and make decisions about how to approach tasks. 	<ul style="list-style-type: none"> Develop and communicate ideas through talk, drawings, and mock-ups. 	<ul style="list-style-type: none"> Use annotated sketches, prototypes, and pattern pieces to develop and communicate ideas. 	<ul style="list-style-type: none"> Use detailed annotated sketches, cross-sectional and exploded diagrams, and computer-aided design to communicate ideas
Making & Constructing	<ul style="list-style-type: none"> Use senses to explore the world and handle equipment and tools effectively. 	<ul style="list-style-type: none"> Use tools and materials to create simple products, following basic safety rules. 	<ul style="list-style-type: none"> Construct models and prototypes with increasing accuracy and detail. 	<ul style="list-style-type: none"> Create high-quality prototypes and final products, using a range of tools and materials with precision.
Evaluation & Improvement	<ul style="list-style-type: none"> Reflect on their activities, change strategies as needed, and review how well their approach worked 	<ul style="list-style-type: none"> Evaluate their ideas and products against simple design criteria 	<ul style="list-style-type: none"> Evaluate their products against design criteria and suggest improvements 	<ul style="list-style-type: none"> Critically evaluate their products against a design specification and consider the views of others to improve their work
Cooking & nutrition	<ul style="list-style-type: none"> Try a range of foods 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet: Encourage children to plan and prepare meals, emphasizing the balance of nutrients and the importance of portion control. Prepare and cook a variety of dishes using a range of cooking techniques: Introduce basic cooking techniques (e.g., boiling, baking, chopping) through hands-on activities. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed: Teach children about seasonal foods and the benefits of eating locally sourced produce. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet: Deepen understanding of nutrition, including the role of vitamins and minerals, and how to read food labels. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed: Explore global food production, including the environmental impact of food choices and the importance of sustainable practices.

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Materials	What does the material feel like?	What do designers mean by materials?	How does a designer choose the right materials for their design?	How does a designer choose the right materials for their design?
	soft, hard, rough, smooth, bumpy, squishy, strong, weak, bendy, stiff, see-through, clear, cloudy, solid	<p>Objects are things we use every day, like a chair or a toy.</p> <p>Materials are what these objects are made from, like wood or plastic.</p> <p>Here are some materials you might see every day:</p> <ul style="list-style-type: none"> ▪ Wood: Used to make chairs and tables. ▪ Plastic: Used to make toys and bottles. ▪ Glass: Used to make windows and cups. ▪ Metal: Used to make cars and keys. 	<p>Properties help designers decide which materials are best for their creations, ensuring they are strong, safe, and suitable for their intended use.</p> <p>Strength: How much force a material can withstand without breaking.</p> <p>Flexibility: How easily a material can bend without breaking.</p> <p>Toughness: How resistant a material is to scratching or denting.</p> <p>Conductivity: How well a material can conduct electricity or heat.</p> <p>Transparency: How much light can pass through a material.</p> <p>Magnetism: Whether a material can be attracted to a magnet.</p>	<p>Designers think about features and properties of the materials they choose for their creations.</p> <p>Purpose: They think about what the parts of the design will be used for. Different things need different materials based on their properties.</p> <p>Appearance: Designers want their creations to look good. They pick materials that have the right colour, texture, or shine.</p> <p>Cost: They also think about how much the materials cost. They try to find the best materials that fit their budget.</p> <p>Safety: They make sure the materials are safe and not harmful.</p>

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mechanisms & structure</p>	<p>Can you build something that stands up or moves?</p> <p>What can you use to make it stronger or wiggle?</p>	<p>What is a mechanism?</p>	<p>What is a mechanism?</p>	<p>What is a mechanism?</p>
		<p>When you push a toy car, the wheels turn, and it moves forward.</p> <p>The way the wheels turn when you push the car is a simple example of a mechanism.</p> <p>A mechanism is like a set of parts that work together to make something happen.</p> <p>Mechanisms can make things move, spin, open, close, or do other cool things!</p>	<p>When you pedal a bike, the wheels turn, and you move forward. The way the pedals, chain, and wheels work together to make the bike move is a mechanism.</p> <p>A mechanism is like a team of parts that work together to do something.</p>	<p>A mechanism is a system of parts that interact to perform a specific function.</p> <p>Mechanisms are like puzzles where each piece has a job, and when all the pieces work together, they make something happen.</p>

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design</p>	<p>What could you make to solve a problem like...?</p> <p>How does it solve the problem?</p> <p>How will it work?</p> <p>What colours or shapes will you use to make it special?</p>	<p>How do designers design?</p>	<p>How do designers design?</p>	<p>How do designers design?</p>
		<p>Designers look around for inspiration. They might check out nature, books, or even other people's work.</p> <p>They talk with friends, family, or teammates about what they want to create. This helps them come up with new ideas.</p> <p>Designers start by drawing pictures of their ideas.</p> <p>They add labels to their sketches to show what each part is and what it is made from.</p>	<p>Designers look at Existing Products and think about what they do and how they work. They ask why these products were made and how they help people.</p> <p>They draw annotated drawings of their ideas and add notes to explain each part. They create diagrams to show how your design will work and list the materials they will need to make your design.</p>	<p>Designers conduct research to understand the user's needs. They find out what people need and want. They discover what people like and dislike about similar products.</p> <p>Designers decide what their project should achieve, thinking about how it should look, work, and feel.</p> <p>They write down the important features their design must have.</p> <p>Designers make detailed drawings of their ideas and add notes to explain each part.</p> <p>They create cross-sectional diagrams to show the inside of the design to explain how it works.</p> <p>They even build prototypes; a model of the design to test and improve it.</p>

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Make & construct</p>	<p>How are you going to make it?</p> <p>How are you going to join the pieces together?</p>	<p>How do designers make and construct their designs?</p>	<p>How do designers make and construct their designs?</p>	<p>How do designers make and construct their designs?</p>
		<p>Designers use tools like scissors, hand saws, needles and thread, glue, and tape carefully.</p> <p>They measure materials accurately using centimetres (cm).</p> <p>They use different techniques to join materials together:</p> <ul style="list-style-type: none"> ▪ Temporary joins: Using paper clips. ▪ Permanent joins: Using staples, glue, and tape. ▪ Moving joints: Using split pins. 	<p>Designers use tools like scissors, hand saws, needles and thread, glue, and tape with precision.</p> <p>They measure materials accurately using centimetres (cm) and sometimes millimetres (mm) for smaller details.</p> <p>They use different techniques to join materials together:</p> <ul style="list-style-type: none"> ▪ Temporary joins: Using paper clips and masking tape. ▪ Permanent joins: Using staples, PVA glue, and double-sided tape. ▪ Moving joints: Using split pins and hinges. 	<p>Designers choose the most appropriate tools and equipment for their projects. They think about</p> <ul style="list-style-type: none"> ▪ Tools that are safe to use. ▪ Tools that work well with the materials they're using, like scissors for fabric and saws for wood. ▪ Tools that are good for the task, like rulers for measuring and glue guns for sticking things together. ▪ Tools that help measure and cut accurately, like measuring tapes and sharp scissors. ▪ What their project needs, like the type of joins or the level of detail.

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Evaluation	<p>What do you like most about your design?</p> <p>What could you do to make it better?</p> <p>Is there anything you want to change or try next time?</p>	<p>How do designers evaluate their designs?</p>	<p>How do designers evaluate their designs?</p>	<p>How do designers evaluate their designs?</p>
		<p>Designers look at their work or ideas and check if it meets all the important rules.</p> <p>Then they can:</p> <ul style="list-style-type: none"> • Find the good parts • Find the parts that need fixing • Ask questions to understand better • Decide what to do next 	<p>Designers look at their work or ideas and check if it meets all the important rules (criteria) by asking themselves questions.</p> <ul style="list-style-type: none"> • Looks <ul style="list-style-type: none"> ○ Does it look nice? ○ Is it neat and tidy? • Works Well <ul style="list-style-type: none"> ○ Does it do what it's supposed to do? ○ Is it easy to use? ○ Does everything work? • Materials <ul style="list-style-type: none"> ○ Is it made of the right materials? ○ Are there any parts that might break? 	<p>Designers evaluate their design against complex criteria set for them. Then they can ...</p> <ul style="list-style-type: none"> ▪ identify strengths ▪ identify weaknesses ▪ ask questions ▪ decide next steps



DT Unit 1: Term 3



DT Contexts across School – Unit 1

Context	Foundation Stage	Key Stage 1	
	Reception	Year 1	Year 2
Title	Ongoing throughout the year	Rainbow Salad	Ramayana Puppets
Focus		Cooking and Nutrition	Textiles

Context	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Focus	Cleopatra's Cushion	Nightlights	Orrery	Come Dine with Me / Class Restaurant
Title	Textiles	Electrical / woodwork	Mechanisms / cams	Food and nutrition



DT Unit 2: Term 5



DT Contexts across School – Unit 2

Context	Foundation Stage	Key Stage 1	
	Reception	Year 1	Year 2
Title	Ongoing throughout the year	Monkey Business	The Great Teddy Race
Focus		Materials and Structures	Mechanisms, axels

Context	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Focus	Mini Greenhouses	Bread & Soup	Soft Toy Tamagotchi	Temple Marble Run
Title	Materials & Structures	Cooking & Nutrition	Textiles & technology	Materials & structures

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials		What are the different parts of a car?	What is a greenhouse made from?	What needs to happen to make bread rise?	How can designers improve their products appearance?	How can you make materials stronger?
		<p>Wheels – wood / card / plastic Axles - wood Chassis - wood Body - cardboard</p>	<p>A greenhouse is a frame structure made from metal or wood. The frame needs to be made from strong, stiff and stable materials.</p> <p>Normally greenhouses are covered with an outer shell structure of glass or plastic.</p> <p>Glass / plastic is used for the shell because it is clear and lets lots of sunlight come through to help the plants grow. The glass also helps keep the heat inside. This keeps the plants warm, even when it's cold outside.</p>	<p>Proving (adding air bubbles to make the bread light and fluffy) The dough mixture is left in a warm place so the yeast, which is a living organism, can feed on the sugar in the flour and produce air bubbles in the dough causing it to rise.</p> <p>Kneading (stretching the dough) To make room for the air bubbles the dough needs to be stretched.</p>	<p>Embellishing is adding more decorative features to fabrics to improve its appearance. You can use a range of materials and equipment to add fine detail and pattern to your product. Common embellishments include...</p> <p>Gluing beads, sequins and rhinestone jewels on to the fabric.</p> <p>Adding detail with... Paint Felt-tip Pencil / wax crayon</p> <p>Stitching fabric pieces on to the fabric to create a design. This is called applique.</p>	<p>Some materials are stronger than others and using them will make a structure stronger. Adding layers of materials will make a structure stronger.</p> <p>Laminating is gluing together several layers of material</p> <p>Cables for bridges are made from many individual wires arranged in circular layers</p> <p>Columns can be arranged in groups so that each column takes a little of the weight.</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mechanisms & structure</p>	<p>What are framework structures?</p>	<p>What are axles and how do they work?</p>	<p>What are the parts of a structure?</p>	<p>How can we slice and grate safely?</p>	<p>What are input and output devices?</p>	<p>What helps keep tall structures stable?</p>
	<p>Frame structures are made up of parts joined together.</p> <p>They need to be strong and stable - so they don't break or fall over.</p>	<p>Pushing or pulling the toy car makes it move forwards or backwards. This is... linear movement.</p> <p>The wheels of the car turn when it is moving forwards. This is... rotational movement</p> <p>The wheels and axles rotate together as one mechanism. The axle helps turn rotational movement into linear movement.</p>	<p>A frame structure is a made from different parts joined together to make them stable and strong. Frame structures can be as simple as a garden fence or something much more complex such as a skyscraper.</p> <p>Framework structures are usually covered by sheet material to create a shell structure.</p>	<p>The Bridge Hold The Claw Grip</p> <p>Grating Caution: A grater can be just as sharp as a knife. Use big pieces and stop grating before you get to the end. Watch out for your knuckles and keep your fingers back. Take it slow, start at the top of the grater and move the object downwards.</p>	<p>Input Devices – These are how you talk to a computer. They help you put information into the computer.</p> <p>Output Devices – These are how the computer talks back to you. They help the computer give you information.</p> <p>Example: If you play a video game: You use a controller (input) to move your character. The game shows the action on the screen (output) and plays sounds through the speakers (output).</p>	<p>A stable structure is less likely to fall over. Structures are more stable when they have a wide base, have a heavy base or are supported by buttresses.</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	How do designer test their structures?	Why do designers use labels?	How do designers draw designs?	How do designers create successful, new recipes?	How do designers keep track of their ideas?	What are the sets in designing a product?
	<p>Designers use the wobble test to see how strong and stable the structure is.</p> <p>The wobble test is gently moving the shapes – shapes that don't wobble are stronger and more stable.</p> <p>Designers then improve their design if it is not strong or stable enough.</p>	<p>Labels are an important part of a technical drawing as they identify different parts of the drawing and help people to understand the drawing.</p>	<p>Designers use isometric drawing to show solid (3D) objects on paper.</p> <p>An isometric design is where the horizontal lines of the object have been turned 30°.</p> <p>Using isometric paper helps when drawing solid objects.</p>	<p>Designers use a taste test to investigate and evaluate food using the senses of:</p> <ul style="list-style-type: none"> • Sight • Taste • Smell • Touch <p>This helps them to describe how something looks, smells, tastes and feels (their texture).</p> <p>Taste tests are used to help decide which foods or flavours are best.</p>	<p>A mood board is a collection of visual ideas—like sketches, images, and notes—that helps designers organise and explore their thoughts in one place.</p> <p>Themes Colours Vocabulary Materials The design brief</p> <p>It's used to inspire and guide the design of a product.</p>	<p>A mood board is like a collage. It shows the style, colours, and feeling of your idea. People use it to get inspired before they start designing</p> <p>A model is a small exact 3D version of the product. It shows the shape and size of your idea.</p> <p>A mock-up is a fake version of the product that shows what your design will look like. It doesn't work, but it looks real.</p> <p>A prototype is a test version that you can actually use or try out. It helps you see if your idea works and fix any problems.</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Make & construct</p>	<p>How can you use triangular shapes to make the structure more stable?</p>	<p>How do designers join wood?</p>	<p>How do we safely cut wood?</p>	<p>What do we need to do to cook safely?</p>	<p>How do designers work with fabric?</p>	<p>What are Cardboard Engineering Skills & Techniques?</p>
	<p>Position the legs so that they create a triangle shape.</p> <p>Extra straws can be added to make triangles. This makes it more stable.</p>	<p>The wooden frame needs to be strong, stiff and stable.</p> <p>Join wood together with glue, using a butt joint, to create a corner.</p> <p>Strengthen the frameworks by using triangle card corners.</p>	<p>To cut wood we use a hacksaw. We hold the hacksaw with a Pistol Grip. We saw through wood using the whole blade of the hacksaw.</p> <p>When sawing wood always use a bench hook.</p> <p>The mitre block will help you to saw straight or at an angle.</p>	<p>Tie back long hair</p> <p>Remove any jewellery</p> <p>Roll up long sleeves</p> <p>Wear an apron</p> <p>Wash your hands</p>	<p>Running stitch You poke the needle up through the fabric, pull the thread all the way, then poke it back down a little bit further along to make a line of little stitches.</p> <p>Fabric patterns A paper template that is used to accurately cut out pieces of fabric.</p> <p>Overstitch A loop is sewn around the two edges of the fabric to be joined together.</p> <p>Back Stitch Like running stitch but instead of sewing forwards, the stitch is made in a backward direction.</p>	<p>Scoring cardboard makes it easier to bend or fold and makes a fold sharper and more accurate.</p> <p>Flange joints are used to connect pipes and tubes.</p> <p>Tabs are used to join two pieces of card together and are also used to create an upright wall</p> <p>Brackets & braces are used to provide support. An L shaped brace is used to join to pieces of sheet materials together or to strengthen a joint. A bracket support provides support using a triangle support to connect vertical and horizontal surfaces.</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subject Specific	How can you make a framework structure stronger and more stable?	How do we safely cut wood?	How can we strengthen frame structures?	How do we stay healthy?	What are the main features of a Micro-Bit?	What do you need to know about using a hot glue-gun?
	<p>To make it stronger and more stable you can...</p> <p>Adding tape where there are joins</p> <p>Use four legs</p> <p>Use triangular shapes (they are strong)</p> <p>Have a wide base</p> <p>Use weight on the base</p>	<p>To cut wood we use a hacksaw.</p> <p>We hold the hacksaw with a Pistol Grip.</p> <p>We saw through wood using the whole blade of the hacksaw.</p> <p>When sawing wood always use a bench hook.</p> <p>The mitre block will help you to saw straight or at an angle.</p>	<p>Framework structures are made of vertical and horizontal pieces; columns (vertical) and beams (horizontal).</p> <p>Struts are used to create triangles between the columns and beams to increase strength and stability.</p> <p>Framework structures can be made stronger, stiffer and more stable by using triangulation.</p> <p>Added card triangles to the corners to strengthen (reinforce) the join.</p>	<p>✓ Eat at least five portions of fruit and vegetables every day</p> <p>✓ Drink 6-8 cups of water every day.</p> <p>Try and eat a rainbow of fruit and vegetables.</p> <p>Portion control</p>	<p>Two buttons that can be used separately or together to make things happen.</p> <p>25LEDs in a grid to create a display board Also, a light sensor.</p> <p>Pins (0,1,2) are used to connect other electronic components such as headphones.</p> <p>Connect to power electronic components that require 3v.</p> <p>GND (earth pin) used to complete electrical circuits.</p> <p>Touch sensor – an additional input button.</p> <p>Microphone – measures noise levels.</p>	<p>Before You Start Ask an adult for permission and help. Tie back long hair and roll up sleeves. Use a glue mat or newspaper to protect your table.</p> <p>While Using the Glue Gun Never touch the metal tip - it gets very hot! Hold it upright so glue doesn't drip. Only squeeze the trigger gently—a little glue goes a long way. Keep fingers away from the hot glue—it can burn!</p> <p>After You're Done Turn off and unplug the glue gun. Let it cool down before putting it away. Clean up any glue drips or mess.</p> <p>If You Get Burned Tell an adult right away. Cool the burn under cold water for at least 10 minutes. Don't pull off glue stuck to your skin—let an adult help.</p>

The cover page features a central photograph of a school building with a chimney, partially obscured by a large, semi-transparent graphic of a blue and green globe. The text 'Ridgeway Primary School' is written in a white, bold, sans-serif font, and 'Curriculum' is written in a larger, white, bold, sans-serif font below it. The background of the page is a light gray gradient.

Ridgeway Primary School
Curriculum

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