

Medium Term Plan Progression Document

Design & Technology

St. Mary's Catholic Voluntary Academy, Grantham

2023-24



Subject Leader: Miss Berridge

Miss Berridge
St. Mary's Catholic Voluntary Academy, Grantham
2023-2024

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Miss Berridge

St. Mary's Catholic Voluntary Academy, Grantham

2023-2024

Curriculum Intent:D&T (2022-23)

	EYFS						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Advent 2 Resource list:	1						
	2						
	3						
	4						
	5						
	6						
	Diversity: link to another culture						
	Other links:						
	EYFS						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Lent 2 Resource List:	1						
	2						
	3						
	4						
	5						
	6						
	Diversity: link to another culture						
	Other links:						
	EYFS						

Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Pentecost 2: Resource List:	1						
	2						
	3						
	4						
	5						
	6						
	Diversity: link to another culture						
	Other links:						

	Year 1						
Term	Less on 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Advent 2 Textiles: Design, make and evaluate a puppet for (user) for (purpose) Resource list:	1	I know what makes a good design for a puppet and why.	Design: <ul style="list-style-type: none"> Create a simple success criteria 	<ul style="list-style-type: none"> I know what textiles are and can give some examples of them. I know what a puppet is and their purpose 			
	2	I know how to join fabrics together using pins, staples or glue.	Design:	<ul style="list-style-type: none"> I know that 'joining technique' means connecting two pieces of material together. I know that there are various temporary methods of joining fabric by using staples, glue or pins. I know that different techniques for joining materials can be used for different purposes. 			
	3	I know how to use a template to create a design for a puppet.	Design: <ul style="list-style-type: none"> Sequencing steps for construction 	<ul style="list-style-type: none"> I know that a template (or fabric pattern) is used to cut out the same 			

				shape multiple times. <ul style="list-style-type: none">I know that drawing a design idea is useful to see how an idea will look.			
	4	I know how to join their two puppets' faces together as one.	Make: <ul style="list-style-type: none">Cutting fabric neatly with scissors	<ul style="list-style-type: none">I know what a running stitch looks like, how to use it and when it is used (quickest stitch to use)			
	5	I know how to decorate a puppet to match my design.	Make: <ul style="list-style-type: none">Using joining methods to decorate a puppet	<ul style="list-style-type: none">I know how to decorate my fabric with buttons, beads, sequins and ribbons using simple applique.			
	6	I know how to evaluate my puppet against my design criteria.	Evaluate: <ul style="list-style-type: none">Reflecting on a finished product, explaining likes and dislikes	<ul style="list-style-type: none">I know what I like about the item I made and why.I know how closely my finished product meets my design criteria.			
	Diversity: link to another culture						
	Other links:						
	Year 1						
Term	Less on 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Lent 2 Cooking	1	I know how to identify a fruit.	Design: <ul style="list-style-type: none">I know how to identify if a food	<ul style="list-style-type: none">I know that a fruit has seeds and a vegetable does not.			

Design, make and evaluate a smoothie for <hr/> (user) for <hr/> (purpose) Resource List:			is a fruit or a vegetable.				
	2	I know how to describe where fruit and vegetables grow.	Design: <ul style="list-style-type: none"> Learning where and how fruits and vegetables grow. 	<ul style="list-style-type: none"> I know that fruits grow on trees or vines. I know that vegetables can grow either above or below ground. I know that vegetables are any edible part of a plant. I know how fruits and vegetables grow. Wider knowledge: <ul style="list-style-type: none"> I know that different fruits and vegetables need different conditions to thrive. I know that some fruit and vegetables are seasonal. 			
	3	I know how to practice food preparation skills.		<ul style="list-style-type: none"> I know preparing (mixing, weighing, measuring) and cooking processes (baking or grilling) 			
	4	I know how to select ingredients for a recipe.	Make: <ul style="list-style-type: none"> Develop a food vocabulary-taste, texture, smell and feel. 	<ul style="list-style-type: none"> I know which fruits need to be peeled before blending and which do not. I know that ingredients need to 			

				be chopped into smaller pieces before blending.			
	5	I know how to apply food preparation skills to a recipe.	Make: <ul style="list-style-type: none"> Cut, peel, grate and chop fruit and vegetables safely with help to make a smoothie. Measure and weigh ingredients to use in a recipe with help. 	<ul style="list-style-type: none"> I know that a blender is a machine which mixes ingredients together into a smooth liquid. I know that fruits and vegetables blend down from a solid to a liquid. 			
	6	I know how to evaluate against the design brief.	Evaluate: <ul style="list-style-type: none"> Tasting and evaluating different foods. Discuss how closely their finished product meets their design criteria. 	<ul style="list-style-type: none"> I can choose my favourite recipe. I can talk to the class about my design brief. 			
Diversity: link to another culture							
Other links:							
	Year 1						
Term	Less on 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Pentecost 2: Structures – Design, make and evaluate	1	I know what a free standing structure is and can evaluate existing structures.	Evaluate: <ul style="list-style-type: none"> Look and evaluate 	<ul style="list-style-type: none"> I know that a structure is something built for a reason. 			

<p>a _____ (product) for _____ (user) for _____ (purpose) Choose a product linked to a topic</p> <p>Resource List:</p>			existing structures.	<ul style="list-style-type: none"> Structures can be large e.g. buildings and bridges) or small (e.g. chairs or tables) Freestanding structures are structures that can stand up without being attached to something else. Freestanding structures need to support their own weight. 			
	2	<p>I can explore and evaluate how to make simple structures.</p> <p>Use and practice skills.</p>	<p>Evaluate:</p> <ul style="list-style-type: none"> I know how to use scissors to cut different materials. I know how to join materials in different ways. Choose a range of materials to make a model. Folding and layering (adding an extra layer) of materials can also be used to strengthen and stiffen structures. 	<ul style="list-style-type: none"> Some materials are stronger and more rigid than others e.g. card and paper Structures can be made stronger and more rigid by making sure that parts and materials are properly joined together. The buttress adds width to the base, making the structure more stable. 			

	3	<p>I can design a simple structure.</p> <p>(Create a simple design, success criteria.)</p>	<p>Design:</p> <ul style="list-style-type: none"> • I know the importance of a clear design criteria. • I can include individual preferences and requirements in my design. • I can develop my ideas through talking, drawing and making mock-ups of my idea. • I know that design criteria is a list of points to ensure the product meets the client's needs and wants. 	<ul style="list-style-type: none"> • I know what makes a strong, stable, rigid structure. • I can create a structure that stands up on its own. • I can add some weight to my structure. 			
	4	I can make my structure.	<p>Make:</p> <ul style="list-style-type: none"> • I can choose appropriate tools and resource • I can mark and measure materials to use in a model or structure with help • I can follow my design criteria 	<ul style="list-style-type: none"> • I know how to turn 2D nets into 3D structures. 			

	5	I can add finishing touches to my structure.	Make: <ul style="list-style-type: none">• Use simple finishing techniques suitable for the structure they are creating				
	6	I can evaluate my structure.	Evaluate: <ul style="list-style-type: none">• I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	<ul style="list-style-type: none">• I can test my product.• I can make my design better.			
	<u>Previous knowledge:</u> Experience of using construction kits, experience of using basic tools, experience of different methods of joining.						
Diversity: link to other culture.							
Other links:							

Year 2							
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Advent 2 Textiles:	1	I know what textiles are and some examples.		<ul style="list-style-type: none"> I know what a running stitch looks like, how to 		decorate fabric fabric glue	

Design, make and evaluate a pouch for Little Red Riding Hood for _____ (purpose) Resource list:				use it and when it is used. <ul style="list-style-type: none"> I know it is the quickest stitch to use. I know what a template is used for. 		knot needle needle threader running stitch sew template thread	
	2	I know that sewing is a method of joining fabric.		<ul style="list-style-type: none"> I know that sewing is a method of joining fabric. I know that different stitches can be used when sewing. I understand the importance of tying a knot after sewing the final stitch. I know that a thimble can be used to protect my fingers when sewing. 			
	3	I can design my pouch for Red Riding Hood.	Make: <ul style="list-style-type: none"> I can use a template to create a design for a puppet. 	<ul style="list-style-type: none"> I can use my own ideas and the ideas and experiences of others to design something for Little Red Riding Hood. 			
	4	I can make my pouch for Red Riding Hood.	Make: <ul style="list-style-type: none"> Selecting and cutting fabrics for sewing. Decorating a pouch using fabric glue or running stitch. 	<ul style="list-style-type: none"> I can cut out shapes created by drawing around a template onto fabric with help. I can join materials and components in different ways (using running stitch, large eye needles, glue, staples, 			

			<ul style="list-style-type: none"> Threading a needle. Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template. 	over-sewing, tape) with increasing accuracy and precision.			
	5	I can make my pouch for Red Riding Hood.					
	6	I can evaluate my pouch for Red Riding Hood.	Evaluate: <ul style="list-style-type: none"> Trouble shooting scenarios posed by teacher. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why. 	<ul style="list-style-type: none"> I can say what I like about my pouch and why. I can discuss how closely their finished products meets their design criteria and identify likes, dislikes, strengths and possible changes. 			
	Prior knowledge: Diversity: link to another culture Other links:						
	Year 2						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval

				Sequence of what to learn in the lesson			
Lent 2 Cooking and Nutrition Design, make and evaluate a <hr/> (product) for <hr/> (user) for <hr/> (purpose) Resource List:	1	I can name the main food groups and identify foods that belong to each group.	Design: <ul style="list-style-type: none"> I can identify the five food groups. 	<ul style="list-style-type: none"> That 'diet' means the food and drink that a person or animal usually eats. That the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. That I should eat a range of different foods from each food group, and roughly how much of each food group. I know where to find the nutritional information on packaging. 		appearance balanced carbohydrates chopping board combination cut dairy design design brief diet evaluate feel fruit grate grater ingredients menu oils proteins review scissors smell snip spread spreads table knife taste vegetables	
	2	I can identify the balance of food groups in a meal.	Design:	<ul style="list-style-type: none"> I know what makes a balanced diet. 			

			<ul style="list-style-type: none"> I can learn about a balanced diet. 	<ul style="list-style-type: none"> I know that nutrients are substances in foods that all living things need to make energy, grow and develop. 			
	3	I can identify an appropriate piece of equipment to prepare a given food.	Make: <ul style="list-style-type: none"> I can chop foods safely to make a wrap. Grating foods to make a wrap. Snipping smaller foods instead of cutting. I can spread soft foods to make a wrap. I can describe appearance, smell and taste. 	I know how to cut, grate, snip and spread to prepare foods.			
	4	I can select balanced combinations of ingredients.	Make: <ul style="list-style-type: none"> I can taste and evaluating different food combinations. 	<ul style="list-style-type: none"> I know that cooking instructions are known as recipes. I know that 'ingredients' means the items in a mixture or recipe. I know that the amount of an ingredient in a recipe is known as the 'quantity.' I know that I should have a maximum of five 			

				teaspoons of sugar a day to stay healthy. <ul style="list-style-type: none"> • I know many food and drinks we do not expect to contain sugars do; we call these 'hidden sugars.' • I know similar coloured fruits and vegetables often have similar nutritional benefits. 			
	5	I can design based on criteria.	<ul style="list-style-type: none"> • I can design three healthy wrap ideas based on a food combination which work well together. • I can explain to someone else how I want to make my wrap and make a simple plan of what to do to make the product. 				
	6	I can make and evaluate a dish based on design criteria.	Evaluate: <ul style="list-style-type: none"> • I can slice food safely using the bridge or claw grip with 	<ul style="list-style-type: none"> • I know safety rules for using, storing and cleaning a knife safely. 			

			<p>accuracy, safety and increased precision and independence.</p> <ul style="list-style-type: none"> I can construct a wrap that meets a design brief. I can develop a food vocabulary- taste, texture, smell and feel. I can describe the taste, texture and smell of fruit and vegetables. I can describe the information that should be included on a label. I can evaluate which grip was most effective. 	<ul style="list-style-type: none"> I know how to review and give a score to evaluate. 			
Prior knowledge:							
Diversity: link to another culture							
Other links:							
	Year 2						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Pentecost 2: Design, make and evaluate a	1	I know what a mechanism is and can give examples.	<ul style="list-style-type: none"> I know that different materials have different 	<ul style="list-style-type: none"> I know that mechanisms are a collection of moving parts that work 		design design criteria wheel	

<div> <div>(product) for</div> <div>(user) for</div> <div>(purpose)</div> </div> Resource List:			<p>properties and are therefore suitable for different uses.</p> <ul style="list-style-type: none"> Explore and evaluate everyday mechanism using wheels and axles to generate ideas and questions. 	<p>together as a machine to produce movement.</p> <ul style="list-style-type: none"> I know there is always an input and an output in a mechanism. An input is an energy that is used to start something working. An output is the movement that happens as a result of the input. 		<p>Ferris wheel pods axle axle holder frame mechanism</p>	
	2	I know what the mechanisms of wheels, axis and chassis are, look like and how they work.	<ul style="list-style-type: none"> I can apply my understanding to every day example – roller skates, Ferris wheel. 	<ul style="list-style-type: none"> A wheel needs an axle to move. A wheel needs to be round to rotate and move. An axle moves within an axle holder. 			
	3	I can create simple success criteria.	<ul style="list-style-type: none"> I can use my own ideas and the experiences of others to design something that moves for a unique purpose. 	<ul style="list-style-type: none"> I know what fixed and free wheels are in a design process. 			
	4	I can make my design.	<ul style="list-style-type: none"> Use mechanisms of wheels and axles in their products (using materials such as tubes, dowel, cotton reels for the axles and chassis etc.) 	<ul style="list-style-type: none"> The chassis is the frame or base on which the vehicle is built. A chassis should be strong and rigid enough to hold the vehicle. The chassis should include axle holders. These designed so that 			

			<ul style="list-style-type: none"> • Mark and measure materials to use in a model or structure with developing accuracy, with help. • I can choose appropriate resources and tools using specific vocabulary to name them. • I can join materials and component in different ways. • I know that it is important to test my design as I go along so that I can solve any problems that may occur. 	<p>the axles do not have too much friction against them.</p> <ul style="list-style-type: none"> • The axle needs to be strong enough to hold the wheels, and fit freely in the axle holder. • Fixed wheels need to be firmly attached. If not, they need a stopper to prevent them from falling off. • Some materials allow the wheel to move more freely on surfaces. 			
	5	I can adapt my design.	<ul style="list-style-type: none"> • I can talk about changes made during the making process. 				
	6	I can evaluate my design.	<ul style="list-style-type: none"> • I can discuss how closely their finished product meets the design success criteria identifying likes, dislikes, 				

			strengths and possible changes.				
	Previous knowledge:						
	Diversity: link to another culture						
	Other links:						

3

	Year 3						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Advent 2 Structures Design, make and evaluate a (product) for (user) for (purpose) Resource list:	1	I know what a structure is and know their purposes.		I know that structures are things that are built for a purpose, for example to support something or hold something. I know that shell structures are structures with a solid outer surface (which may be curved or flat) and a hollow inner area. I know that shell structures can serve many different purposes. Often, they are used to protecting, containing and/or presenting (e.g. packaging). I know that some examples of shell		Structures Shell Structures Packaging Purpose Forces Style Font Durable 3D Nets Tabs Folding/Layering Corrugating/ Ribbing CAD	

				<p>structures are food packaging, tunnels, helmets, drinks cans, and boats.</p> <p>I know that a rounded outer surface is particularly strong, because it spreads forces throughout the whole structure, which means every part of the structure supports only a small part of the load.</p> <p>I know the importance of strength and stiffness in structures.</p>			
	2	I know how a shell structure contains, protects or presents.		<p>I know that shell structures may be used to contain things.</p> <p>I know that shell structures may be used to protect things.</p> <p>I know that shell Structures may be used to present things.</p>			
	3	I can construct a range of 3D geometric shapes using nets.		<p>I know that nets can be used to make 3D products.</p> <p>I know that nets can then be assembled using either CAD (computer aided design) systems or by hand.</p> <p>I know that scoring is the process of marking a sheet to make it easier to fold.</p>			

				I know that outer edges of the net can be cut out (apparatus depends on material). I know that tabs are additional strips on the net that can be scored and folded to make a surface for sticking vertices together.				
	4	I can create a design criteria for my structure.		I know that a design specification is a list of success criteria for a product.				
	5	I can make my structure.						
	6	I can evaluate my structure.	I can evaluate my own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. I can suggest points for modification of the individual designs.					
	Diversity: link to another culture							
Other links:								
	Year 3							
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval	

				Sequence of what to learn in the lesson			
Lent 2 Cooking Eating Seasonally Design, make and evaluate a <hr/> (product) for <hr/> (user) for <hr/> (purpose) Resource List:	1	I can explore and explain why food comes from different places around the world.	Describing how climate affects where foods grow. Identifying seasonal ingredients from the UK. Tasting seasonal ingredients.	I know that seasonal means foods that grow in a given season in a given country. I know that some seasonal foods that grow in the UK and what season they grow in.		appearance arid climate complementa ry country cut design evaluate export fruit grate import ingredients Mediterranean n	
	2	I can explain the benefits of seasonal foods.	Describing the benefits of seasonal fruits and vegetables and their impact on the environment.	I know that eating seasonal foods can have a positive impact on the environment.		appearance arid climate complementa ry country cut design evaluate export fruit grate import ingredients Mediterranean n	
	3	I can develop my cutting and peeling skills.	Peeling foods by hand or with a peeler. Cutting ingredients safely.	I know how to cut and peel safely.		appearance arid climate complementa ry country cut design evaluate export fruit grate import ingredients Mediterranean n	

	4	I can evaluate seasonal ingredients.	Describing the texture and flavour of ingredients	I know how to describe the flavour and texture of foods.		appearance arid climate complementary country cut design evaluate export fruit grate import ingredients Mediterranean	
	5	I can design a mock-up using criteria.	Choosing ingredients based on a design brief. Following the instructions within a recipe.	I know that the appearance of food is as important as taste. I know that similar coloured fruits and vegetables often have similar nutritional benefits.		appearance arid climate complementary country cut design evaluate export fruit grate import ingredients Mediterranean	
	6	I can evaluate a dish.				appearance arid climate complementary country cut design evaluate export fruit grate import ingredients Mediterranean	
	Diversity: link to another culture						
Other links:							

	Year 3						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Pentecost 2: Electrical systems: Static Electricity Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose) Resource List:	1	I can describe what static electricity is and how it moves objects through attraction or repulsion.				Attract Electricity Electrostatic Repel	
	2	I can generate static electricity independently and use it to make objects move in the way I want them to.				Attract Electricity Electrostatic Repel	
	3	I can design a game aimed at a target audience using design criteria.	I can design a game that works using static electricity.	I know that charges can pass between objects, creating static electricity and making objects move.		Attract Electricity Electrostatic Innovative Motion Research Repel	
	4	I can make and test game designs.					
	5	I can refer to my original design to make my static electricity game.	I can use a range of materials and equipment safely to make my game. I know my game must meet my design criteria and			Attract Electricity Electrostatic Innovative Motion Research Repel	

			be suitable for my target audience. I can test the success of my product against my design criteria.			Stable Template	
	6	I can evaluate my game.	I can refer to my original game design to evaluate my static electricity game I can explain how my game meets the design criteria I can test the success of my product against my design criteria			Attract Electricity Electrostatic Innovative Motion Research Repel Stable Template	
	Diversity: link to another culture						
	Other links:						

Year 4							
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Advent 2 Cooking and Nutrition:	1	I can evaluate existing biscuit products.	I can evaluate and compare a range of products.				

Adapting a recipe. Design, make and evaluate a (product) for (user) for (purpose) Resource list:							
	2	I can prepare and cook a dish.	I can follow a baking recipe. I can understand safety and hygiene rules.	I know that the amount of an ingredient in a recipe is known as the 'quantity'. I know that safety and hygiene are important when cooking. I know the following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping.			
	3	I can select ingredients and follow a budget.	I can design a biscuit within a given budget.	I know the importance of budgeting while planning ingredients for a recipe.			
	4	I can take inspiration from existing products.	I can conduct market research.	I know that products often have a target audience.			
	5	I can make and test a prototype biscuit.	I can suggest modifications. I can adapt a recipe.				
	6	I can evaluate a final product.	I can evaluate an adapted recipe.				
	Diversity: link to another culture						
	Other links:						

	Year 4						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Lent 2 Electrical systems: Torches Design, make and evaluate a <hr/> (product) for <hr/> (user) for <hr/> (purpose) Resource List:	1	I can learn about electrical items and how they work.		I know that electrical conductors are materials which electricity can pass through. I know that electrical insulators are materials which electricity cannot pass through. I know that a battery contains stored electricity that can be used to power products. I know that an electrical circuit must be complete for electricity to flow. I know that a switch can be used to complete and break an electrical circuit.			
	2	I can analyse and evaluate electrical products.	I can evaluate electrical products.				
	3	I can design a product to fit a set of specific user needs.	I can design a torch, giving consideration to the target audience and creating both design and success criteria focusing on				

			features of individual design ideas.				
	4	I can make a torch.	I can make a torch with a working electrical circuit and switch. I can use appropriate equipment to cut and attach materials. I can assemble a torch according to the design and success criteria.				
	5	I can make a torch.	I can make a torch with a working electrical circuit and switch. I can use appropriate equipment to cut and attach materials. I can assemble a torch according to the design and success criteria.				
	6	I can evaluate my torch.	I can test and evaluate the				

			success of a final product.				
	Diversity: link to another culture						
	Other links:						
	Year 4						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Pentecost 2: Textiles: Fastenings Design, make and evaluate a (product) for (user) for (purpose) Resource List:	1	I can explain what a fastening is and the purpose of them.		I know that a fastening is something that holds two pieces of material together.			
	2	I can explain the advantages and disadvantages of different types of fastening type.		I know that different fastening types are useful for different purposes.			
	3	I can design a product to meet design criteria.	I can write design criteria for a product, articulating decisions made. I can design a personalised book sleeve.				
	4	I can make and test a paper template.	I can make and test a paper template with accuracy and in keeping with the design criteria.	I know that creating a mock-up (prototype) of my design is useful for checking ideas and proportions.			

			I can measure, mark and cut fabric using a paper template. I can select a stitch style to join fabric. I can sew neatly using small regular stitches.				
	5	I can assemble a book jacket.	I can incorporate a fastening to a design.				
	6	I can evaluate my book jacket.	I can test and evaluate an end product against the original design criteria.				
	Diversity: link to another culture						
	Other links:						

Year 5							
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval

				Sequence of what to learn in the lesson			
Advent 2 Mechanisms and Mechanical Structures – Making a pop-up book Design, make and evaluate a <hr/> (product) for <hr/> (user) for <hr/> (purpose) <hr/> Resource list:	1	I know what a pop-up book is and its purpose.		I know that mechanisms control movement. I know that mechanisms can be used to change one kind of motion into another.		design input motion mechanism criteria research reinforce model	
	2	I can design a pop-up book.	I can design a pop-up book which uses a mixture of structures and mechanisms. I can name each mechanism, input and output accurately. I can Storyboard ideas for a book.	I know how to use sliders, pivots and folds to create paper-based mechanisms.		design input motion mechanism criteria research reinforce model	
	3	I can follow my design brief to make my pop-up book.	I can follow a design brief to make a pop-up book, neatly and with focus on accuracy. I can make mechanisms and/or structures	I know that a design brief is a description of what I am going to design and make.		design input motion mechanism criteria research reinforce model	

			using sliders, pivots and folds to produce movement.				
	4	I can use layers and spacers to cover the working of mechanisms.	I can use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.	I know that designers often want to hide mechanisms to make a product more aesthetically pleasing.		design input motion mechanism criteria research reinforce model	
	5	I can create a high-quality product suitable for a target user.				design input motion mechanism criteria research reinforce model	
	6	I can evaluate my pop-up book against the design criteria.	I can evaluate the work of others and receive feedback on my own work. I can suggest points for improvement.			design input motion mechanism criteria research reinforce model	
	Diversity: link to another culture						
	Other links:						
	Year 5						

Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
<u>Lent 2</u> <u>Cooking –</u> <u>Developing a</u> <u>recipe</u> Design, make and evaluate a spaghetti bolognese (product) for (user) for (purpose) Resource List:	1	I can understand how ingredients are reared and processed.	I can identify the ingredients in spaghetti bolognese. I can create an informative poster. I can explain the journey of beef from farm to table.	I know that beef comes from cows reared on farms. I know that preparing processes are the different ways that we get food ready to be eaten.		abattoir beef farm ingredients process	
	2	I can make adaptations to design a recipe.	I can compare two bolognese sauces. I can research existing recipes. I can suggest alternative ingredients. I can write an alternative recipe.	I know that recipes can be adapted to suit nutritional needs and dietary requirements.		adaptation enhance ingredients preference	
	3	I can evaluate nutritional content.	I can analyse nutritional content. I can use a nutrition calculator. I can compare nutritional values.	I know that nutritional information is found on food packaging.		adaptation evaluate justify nutrient nutritional value	

			I can make ingredient choices based on nutritional values. I can modify a recipe to contain different ingredient choices.				
	4	I can practise food preparation skills.	I can understand cross-contamination. I can use preparation skills. I can cut resistant foods like onions safely and accurately. I understand the safety aspects of working with hot food. I can explain how to avoid cross-contamination.	I know that coloured chopping boards can prevent cross-contamination. I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net. I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely. I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds. I know that washing my hands should be done before, during and after preparing food. I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading.		cook cross-contamination cut equipment grate hygiene measure press safety	

				I know that I need to use a food thermometer to check that food is cooked through. I know that I need to check the dates on food, and check for allergies & diet e.g. vegetarian, vegan. I know that I need to clean up properly after yourself.			
	5	I can follow and make an adapted recipe.	I can use a recipe to gather the correct quantities of ingredients. I can select the right equipment for each preparation technique. I can make a video to explain a recipe. I can make a developed recipe.			balanced cross-contamination ingredients measure nutrition recipe	
	6	I can evaluate my adapted recipe and those of others.					
	Diversity: link to another culture						
	Other links:						
	Year 5						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval

				Sequence of what to learn in the lesson			
<u>Pentecost 2: Digital World – Monitoring devices.</u> Design, make and evaluate a thermometer (product) for animals (user) for informing owners when it is under or over the expected range (purpose) Resource List:	1	I can talk about what a device is and the purpose for them.	Design:	Design: I know that a ‘device’ means equipment created for a certain purpose or job and that monitoring devices observe and record. I know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. I know that, in programming, a ‘loop’ is code that repeats something repeatedly until stopped. I know that a micro: bit is a pocket-sized, codable computer. I know that an algorithm is a set of instructions to be followed by the computer. I know that checking my code for errors (bugs) is important. I know that a simulator can be used to check code works before installing it onto an electronic device. I know that CAD stands for ‘computer-aided design’.		design criteria design brief development device electronic historical inventor monitor monitoring device research sensor thermometer thermoscope vivarium	
	2	I can carry out research to develop design criteria.	Design: I can research (books, internet) for a	Design: I can understand that conditional statements (and, or, if Booleans) in		design criteria design brief development	

			<p>particular animal's needs. I can state an event or fact from the last 100 years of plastic history. I can develop design criteria based on my research. I can describe key developments in thermometer history.</p>	<p>programming are a set of rules which are followed if certain conditions are met.</p>		<p>device electronic historical inventor monitor monitoring device research sensor thermometer thermoscope vivarium</p>	
	3	<p>I can write a program to monitor the ambient temperature, including an alert.</p>	<p>Make: I can programme to monitor the ambient temperature and coding an (audible or visual) alert when the temperature moves out of a specified range. I can explain key functions in my program (audible alert, visuals).</p>	<p>Make:</p>		<p>alert ambient boolean copy duplicate monitor programming comment programming loop value variable</p>	

			I can explain how my product would be useful for an animal carer.				
	4	I can generate a creative and unique micro: bit case, stand or housing ideas.	Make: I can explain how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. I can generate multiple housing ideas using building bricks. I can understand the functional and aesthetic properties of plastics.	Make:		decompose durable lightweight man-made microplastics model molecules moulded opaque plastic plastic pollution reformed strong sustainability synthetic transparent versatile water-resistant	
	5	I can learn about and practise 3D CAD skills.	Make: I can understand what a virtual model is and the pros and cons of traditional and CAD modelling.	Make:		3D model CAD consumables group manipulate manoeuvre opaque replica shape properties	

			Placing and manoeuvring 3D objects, using CAD. I can change the properties of, or combining one or more, 3D objects using CAD.			Tinkercad transparent ungroup workplane	
	6	I can evaluate what I have learnt.	Evaluate: I can explain the key functions in my program (audible alert, visuals). I can explain how my product's programmed features would be useful for an animal carer. I can continually evaluate and modify the working features of the product to match the initial design specification.	Evaluate: I know how to test the system to demonstrate its effectiveness for the intended user and purpose.			
Diversity: link to another culture							

Other links:

Year 6							
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
Advent 2 Textiles – To make something with a purpose linked to WW2 – trading? Design, make and evaluate a (product) for (user) for (purpose) Resource list:	1	I can talk about what textiles are, their purpose and how they can be joined together.	Design: I can join fabrics in a number of ways, including using a range of sewing techniques.	Design: I know that textiles are flexible materials woven from fibres. I know that textiles are used to make clothing, sheets, towels, linen, carpets, rugs and a wide variety of other products. There are a wide range of textile fabrics. I know that textile designers and makers can use stitches and other techniques (e.g. embroidery, tie dye) to add to the aesthetic appeal of their product. I know they can also add a number of features to improve the product's functionality, for example by adding a range of fasteners (e.g. clasps, ties, buttons, zips, studs, toggles and Velcro).		annotate decorate design criteria fabric target customer waterproof	
	2	I can design my product.	Design:	Design:		annotate decorate	

			<p>I can design a product in accordance with a specification and design criteria to fit a specific theme. I can sketch and annotate different ideas. I can plan the main stages of making, using either a checklist, a storyboard, or a flowchart.</p>	<p>I know that it is important to design clothing with the client/target customer in mind. I know that different fabrics have different properties (characteristics) which make them good for different purposes. For example, some materials are good insulators (keep things warm/cool, e.g. wool/fleece), others are waterproof/resistant (e.g. laminated fabrics, PUL, TPU, leather), whilst others are eco-friendly (e.g. organic cotton, linen). I know there are a range of fasteners that can be used to open & close different compartments on the product (see right). Each offers different strengths (e.g. aesthetics, strength & durability, size/ practicality and style).</p>		<p>design criteria fabric target customer waterproof</p>	
	3	I can mark and cut fabric according to a design.	<p>Make: I can use a template when pinning panels onto fabric. I can mark and cut fabric accurately, in</p>	<p>Make: I know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</p>		<p>adapt fabric fastening shape template waistcoat</p>	

			accordance with a design. I can explain the differences between my design and the template.				
	4	I can assemble my product.	Make: I can sew a strong running stitch, making small, neat stitches and following the edge. I can sew accurately with even regularity of stitches. I can tie strong knots.	Make: I know and understand the importance of consistently sized stitches. I know when using a needle, keep your fingers well clear. I know to use a thimble where available. I know when I am not using my needle, I will keep it in the same safe place.	Children to try different stitches if they can complete a running stitch. <u>Cross Stitch</u> – A popular form of embroidery stitching in which two diagonal lines are stitched to create an 'X' shape. This form of stitching can be easily used to create patterns and pictures <u>Stem Stitch</u> – The stem stitch creates a thin outline which can be curved. It uses diagonal stitches running closely beside the prior stitch. <u>Chain Stitch</u> – Chain stitches create a thick, textured line. It uses looped stitches to form a chain-like pattern. <u>Satin Stitch</u> – Satin stitches are often used to fill in shapes. Shapes can be outlined with other stitches before the	fabric knot running-stitch seam sew thread	

					satin stitch is used to fill the shape.		
	5	I can decorate my product.	Make: I can secure a fastening. I can decorate my product – attaching objects using thread and adding a secure fastening. I can learn different decorative stitches.	Make: I know and understand the importance of consistently sized stitches. I know when using a needle, keep your fingers well clear. I know to use a thimble where available. I know when I am not using my needle, I will keep it in the same safe place.		adapt annotate decorate detail design criteria	
	6	I can evaluate my product.	Evaluate: I can evaluate work continually as it is created. I can evaluate my work according to the design criteria.	Evaluate:		annotate decorate design criteria fabric target customer waterproof	
	Diversity: link to another culture						
	Other links:						
	Year 6						

Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
<u>Lent 2</u> <u>Cooking and</u> <u>Nutrition – Come</u> <u>Dine with me!</u> Design, make and evaluate a starter, main course and a dessert (product) for children in my class (user) to win a competition (purpose) Resource List:	1	I can explain the use of complementary flavours.	Design: I can identify the five basic tastes. I can match complementary flavours. I can explain why certain flavours work well together.	Design: I know that 'flavour' is how a food or drink tastes. I know that many countries have 'national dishes' which are recipes associated with that country. I know about the seasonality of foods according to seasons and hemispheres. I know that 'processed food' means food that has been put through multiple changes in a factory. I know the difference between a savoury and sweet dish. I know where food comes from (grown, raised, caught) and what it means to eat sustainably.		balance bitter complement enhance pairing salty sour sweet savoury umami	
	2	I can research and design a three-course meal.	Design: I can include facts and drawings from research undertaken. I can research a recipe by ingredient. I can list the ingredients I	Design: I know what happens to a certain food before it appears on the supermarket shelf (farm to fork). I know that not all courses complement one another.		equipment flavour ingredients method research recipe	

			need for my chosen recipe. I can read the method and list the equipment I need for my chosen recipe.				
	3	I can explain recipe choices.	Make: I can write a recipe, explaining the key steps, method and ingredients. I can adapt a recipe based on research. I can identify and use preparation techniques needed for a recipe. I can explain the combinations of ingredients in a recipe. I can seek guidance when something is unfamiliar. I can create success criteria and design spec linked to quality,	Make: I know the preparing processes of slicing, mixing, weighing/measuring, grating, serving and adding/substituting and the cooking processes of baking, boiling, frying, grilling, griddling, steaming, poaching.		balance complement enhance pairing preparation	

			purpose and outcome.				
	4	I can apply culinary skills and knowledge to create my starter.	Make and evaluate: I can follow a recipe, including using the correct quantities of each ingredient. I can work to a given timescale. I can work safely and hygienically with independence. I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can taste test and score final products. I can suggest and write up points of improvements in productions. I can evaluate health and	Make and evaluate: I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net. I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely. I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds. I know that washing my hands should be done before, during and after preparing food. I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading. I know that I need to use a food thermometer to check that food is cooked through. I know that I need to check the dates on food, and check for allergies & diet e.g. vegetarian, vegan.		farm to fork flavour ingredients method preparation recipe storyboard	

			<p>safety in production to minimise cross con I can prepare ingredients and follow a recipe safely and sensibly.</p> <p>I can describe the farm to fork process for a given ingredient using a storyboard.</p> <p>I can contribute a recipe page to a class cookbook using imperative verbs, adjectives and illustrations.</p> <p>I can critically evaluate the quality of the design, appearance, and fitness/function for purpose and sustainability of their products as they design and evaluate</p>	<p>I know that I need to clean up properly after yourself.</p>			
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			against authenticity, innovation and manufacture.				
	5	I can apply culinary skills and knowledge to create my main course.	Make and evaluate: I can follow a recipe, including using the correct quantities of each ingredient. I can work to a given timescale. I can work safely and hygienically with independence. I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can taste test and score final products. I can suggest and write up points of	Make and evaluate: I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net. I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely. I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds. I know that washing my hands should be done before, during and after preparing food. I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading. I know that I need to use a food thermometer to check that food is cooked through. I know that I need to check the dates on food, and		farm to fork flavour ingredients method preparation recipe storyboard	

			<p>improvements in productions. I can evaluate health and safety in production to minimise cross contamination. I can prepare ingredients and follow a recipe safely and sensibly. I can describe the process of farm to fork for a given ingredient using a storyboard. I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations. I can critically evaluate the quality of the design, appearance, and</p>	<p>check for allergies & diet e.g. vegetarian, vegan. I know that I need to clean up properly after yourself. I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net. I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely. I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds. I know that washing my hands should be done before, during and after preparing food. I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading. I know that I need to use a food thermometer to check that food is cooked through. I know that I need to check the dates on food, and check for allergies & diet e.g. vegetarian, vegan. I know that I need to clean up properly after yourself.</p>			
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			fitness/function for purpose and sustainability of their products as they design and evaluate against authenticity, innovation and manufacture.				
	6	I can apply culinary skills and knowledge to create a dessert.	Make and evaluate: I can follow a recipe, including using the correct quantities of each ingredient. I can work to a given timescale. I can work safely and hygienically with independence. I can evaluate a recipe, considering: taste, smell, texture and origin of the food group.	Make and evaluate: I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net. I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely. I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds. I know that washing my hands should be done before, during and after preparing food. I know that I need to use different chopping boards and knives for raw meat &		farm to fork flavour ingredients method preparation recipe storyboard	

			<p>I can taste test and score final products.</p> <p>I can suggest and write up points of improvements in productions.</p> <p>I can evaluate health and safety in production to minimise cross contamination.</p> <p>I can prepare ingredients and follow a recipe safely and sensibly.</p> <p>I can describe the process of farm to fork for a given ingredient using a storyboard.</p> <p>I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs,</p>	<p>other foods. This stops bacteria spreading.</p> <p>I know that I need to use a food thermometer to check that food is cooked through.</p> <p>I know that I need to check the dates on food, and check for allergies & diet e.g. vegetarian, vegan.</p> <p>I know that I need to clean up properly after yourself.</p> <p>I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net.</p> <p>I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely.</p> <p>I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds.</p> <p>I know that washing my hands should be done before, during and after preparing food.</p> <p>I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading.</p> <p>I know that I need to use a food thermometer to check that food is cooked through.</p> <p>I know that I need to check the dates on food, and</p>			
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			adjectives and illustrations. I can critically evaluate the quality of the design, appearance, and fitness/function for purpose and sustainability of their products as they design and evaluate against authenticity, innovation and manufacture.	check for allergies & diet e.g. vegetarian, vegan. I know that I need to clean up properly after yourself.			
Diversity: link to another culture							
Other links:							
	Year 6						
Term	Lesson 1	Learning Objective/ intention	Concepts/skills (disciplinary Knowledge)	Substantive/Sticky Knowledge Sequence of what to learn in the lesson	Scaffolding/ Challenge	Vocabulary	Recall and Retrieval
<u>Pentecost 2: Digital World – Navigating the World</u> Design, make and evaluate an electronic tool	1	I can write a design brief and criteria based on a client request.	Design: I can write a design brief from information submitted by a client.	Design: I know that a ‘device’ means equipment created for a purpose or job. I know the 6 Rs of sustainability (reuse, recycle, repair, refuse, rethink and reduce).		application (app) client compass design criteria equipment GPS tracker	

<p>(product) for your client (user) that combines many different functions. (purpose)</p> <p>Resource List:</p>			<p>I can develop design criteria to fulfil the client's request. I can consider and suggest additional functions for my navigation tool.</p>	<p>I know that accelerometers can detect movement. I know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.</p>		<p>navigation pedometer smart smartphone tablet</p>	
	2	<p>I can write a program to include multiple functions as part of a navigation device.</p>	<p>Design: I can program an n, e, s and w cardinal compass. I can explain the key functions in my program, including any additions. I can explain how my program fits the design criteria and how it would be useful as part of a navigation tool.</p>	<p>Design: I know that sensors can be useful in products as they mean the product can function without human input. I know that 'multifunctional' means an object or product has more than one function.</p>		<p>Boolean copy duplicate function if statement loop program value variable</p>	
	3	<p>I can develop a sustainable product concept.</p>	<p>Make: I can consider materials and their functional properties. I can understand the need for</p>	<p>Make: I know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.</p>		<p>biodegradable concept corrode environmentally friendly finite</p>	

			sustainability in design. I can develop a product idea through annotated sketches.			functional properties infinite lightweight materials mouldable non-recyclable product lifecycle product lifespan recyclable sustainable sustainable design	
	4	I can develop 3D CAD skills to produce a virtual model.	Make: I can change the properties of, or combine one or more 3D objects, using CAD. I can develop an awareness of sustainable design. I can demonstrate a functional program as part of a product concept. I can identify key industries	Make: I know that Tinker cad is a piece of computer-aided design software.		3D model CAD CGI consumables group manoeuvre opaque replica shape properties Tinker cad transparent ungroup virtual work plane	

			that utilise 3D CAD modelling and explain why. I can place and manoeuvre 3D objects using computer-aided design. I can change the properties of or combine one or more 3D objects using computer-aided design to produce a 3D CAD model.				
	5	I can present a pitch to 'sell' the product to a specified client.	Evaluate: I can explain the key functions and features of my navigation tool. I can explain my material choices and why they were chosen. I can describe how my product fits the client's request and how it will benefit the customers.	Evaluate:		convince feature functional investment manufacture model pitch stock	

	6	I can evaluate my own work and the work of others against the design criteria.	Evaluate:	Evaluate:			
	Diversity: link to another culture						
	Other links:						