



Design & Technology (D.T.) - Curriculum Overview (Year A)

Year	Subject specific Vocabulary	'The Greats'	Autumn 2 Mechanisms/ Mechanical systems (KS1 & KS2)	Spring 2 Cooking and Nutrition	Summer 2 Mechanisms/ Mechanical systems (KS1) Structures (KS2)
Nursery	Fasten Link Attach Fold cut Names of Fruit and vegetables		<p><u>Personal, Social & Emotional Development (PSED):</u> Managing Self • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them <u>Physical Development (PD):</u> Gross Motor Skills • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Fine Motor Skills • Use one-handed tools and equipment, for example, making snips in paper with scissors <u>Understanding the World:</u> The Natural World • Explore how things work <u>Expressive Arts and Design:</u> Creating with Materials • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings and a park • 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 • Join different materials and explore different textures • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas</p>		
Reception	Fabric Wool Thread Join Weave Build Construct Plan Repeat Materials Blocks Design Hard Hat Vest Challenge		<p><u>Physical Development (PD):</u> Fine Motor Skills • 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, knives, forks and spoons.</p>	<p><u>Physical Development (PD):</u> Fine Motor Skills • 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, knives, forks and spoons.</p>	



	Idea Connect Instructions Sort Measure Assemble Stack Load Tip Dig Scoop Transport Fill Specific Materials e.g. stickle bricks			
	<p><u>Key stage 1</u></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <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 <p><u>Make</u></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>Evaluate</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Technical knowledge</p>			



-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.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities


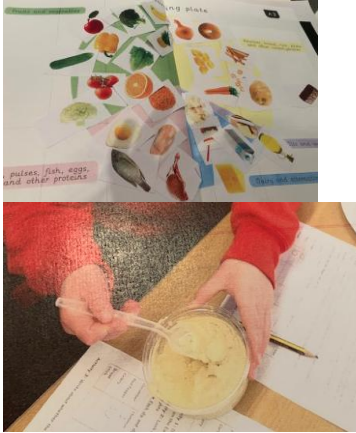
Evaluate

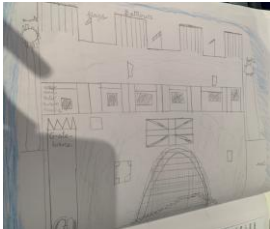
- investigate and analyse a range of exist



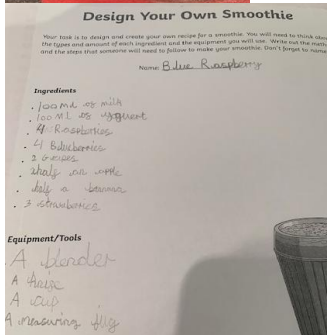

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Spring 1	Summer 1
Year 1	<p>Wheels and Axels</p> <p>Assemble Design Evaluation Mechanism Model Sliders Stencil Target audience Template Test</p>	Jamie Oliver	<p>Making a moving story book</p> <p><u>Design (class design)</u></p> <ul style="list-style-type: none"> -Learn the importance of a clear design criteria -Design a moving story book for a given audience <p><u>Make</u></p> <ul style="list-style-type: none"> -Follow a design to create moving models that use levers and sliders -Adapt mechanisms 	<p>Fruit and Vegetables</p> <p><u>Design</u></p> <ul style="list-style-type: none"> -Design smoothie carton packaging by-hand or on ICT software <p><u>Make</u></p> <ul style="list-style-type: none"> -Chop fruit and vegetables safely to make a smoothie -Identify if a food is a fruit or a vegetable -Learn where and how fruits and vegetables grow 	<p>Wheels and Axels</p> <p><u>Design (group design)</u></p> <ul style="list-style-type: none"> -Design a moving story book for a given audience -Design a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move -Create clearly labelled drawings which illustrate movement <p><u>Make</u></p> <ul style="list-style-type: none"> -Follow a design to create moving models that use levers and sliders -Adapt mechanisms







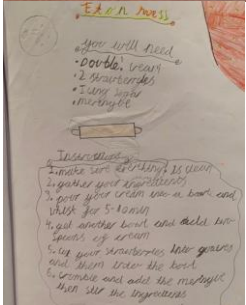
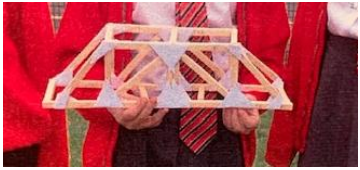
	<p><u>Fruit and Vegetables</u> Blender Carton Healthy Ingredients Peel Peeler Recipe Slice Smoothie Stencil Template</p> <p><u>Making a moving story book</u> Assemble Design Evaluation Mechanism Model Sliders Stencil Target audience Template Test</p>		<p><u>Evaluate</u> -Test and evaluate a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed -Review the success of a product by testing it with its intended audience</p> <p><u>Technical Knowledge</u> -Learn that levers and sliders are mechanisms and can make things move -Identify whether a mechanism is a lever or slider and determining what movement the mechanism will make -Use the vocabulary: up, down, left, right, vertical and horizontal to describe movement -Identify what mechanism makes a toy or vehicle roll forwards -Learn that for a wheel to move it must be attached to an axle</p>	<p><u>Evaluate</u> -Taste and evaluate different food combinations -Describe appearance, smell and taste -Suggest information to be included on packaging</p> <p><u>Technical Knowledge</u> -Understand the difference between fruits and vegetables -Describe and group fruits by texture and taste</p>	<p><u>Evaluate</u> -Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed -Review the success of a product by testing it with its intended audience -Test and evaluate mechanisms, identifying what stops wheels from turning,</p> <p><u>Technical Knowledge</u> -Explain how to adapt mechanisms, using bridges or guides to control the movement -Know that a wheel needs an axle in order to move. -Learn that levers and sliders are mechanisms and can make things move -Identify whether a mechanism is a lever or slider and determining what movement the mechanism will make -Use the vocabulary: up, down, left, right, vertical and horizontal to describe movement -Identify what mechanism makes a toy or vehicle roll forwards -Learn that for a wheel to move it must be attached to an axle</p>
<p>Year 2</p>	<p><u>Fairground Wheel</u> Axle Decorate Evaluation Ferris wheel Mechanism Stable Strong Test Waterproof Weak</p> <p><u>A Balanced Diet</u> Alternative Diet Balanced diet Evaluation Expensive Healthy Ingredients Nutrients</p>	<p>George Ferris</p>	<p><u>Moving Monster Design</u> -Understand and create a class design criteria for a moving monster -Design a moving monster for a specific audience in accordance with a design criteria</p> <p><u>Make</u> -Make linkages using card for levers and split pins for pivots -Experiment with linkages adjusting the widths, lengths and thicknesses of card used -Cut and assemble components neatly -Select materials according to their characteristics -Follow a design brief</p> <p><u>Evaluate</u></p>	<p><u>A Balanced Diet Design</u> -Design a healthy wrap based on a food combination which work well together</p> <p><u>Make</u> -Slice food safely using the bridge or claw grip -Constructing a wrap that meets a design brief</p> <p><u>Evaluate</u> -Describe the taste, texture and smell of fruit and vegetables -Taste testing food combinations and final products -Describe the information that should be included on a label</p>	<p><u>Fairground Wheel Design (individual design)</u> -Understand and create design criteria for a fairground wheel. -Design a wheel for a specific audience in accordance with design criteria. -Design a wheel selecting appropriate materials based on their properties -Generate and communicate ideas using sketching and modelling</p> <p><u>Make</u> -Select a suitable linkage system to produce the desired motions -Make linkages using card for levers and split pins for pivots -Experiment with linkages adjusting the widths, lengths and thicknesses of card used -Cut and assemble components neatly</p>

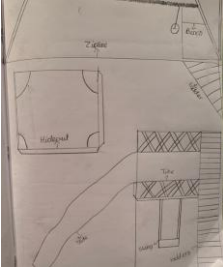
<p>Packaging Refrigerator Sugar Substitute</p> <p><u>Moving Monster</u> Evaluation Input Lever Linear motion Linkage Mechanical Mechanism Motion Oscillating motion Output Pivot Reciprocating motion Rotary motion Survey</p>		<ul style="list-style-type: none"> -Evaluate own designs against design criteria -Use peer feedback to modify a final design -Evaluate different designs -Test and adapt a design <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> -Know the characteristics of materials -Learn that mechanisms are a collection of moving parts that work together in a machine -Learn that there is an input and output in a mechanism -Identify mechanisms in everyday objects -Learn that a lever is something that turns on a pivot -Learn that a linkage is a system of levers that are connected by pivots 	<ul style="list-style-type: none"> -Evaluate which grip was most effective <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> -Understand what makes a balanced diet -Know where to find the nutritional information on packaging -Know the five food groups 	<ul style="list-style-type: none"> -Select materials according to their characteristics -Follow a design brief <p><u>Evaluate</u></p> <ul style="list-style-type: none"> -Evaluate own designs against design criteria -Use peer feedback to modify a final design -Evaluate different designs -Test and adapt a design <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> -Learn that mechanisms are a collection of moving parts that work together in a machine -Learning that there is an input and output in a mechanism -Identifying mechanisms in everyday objects -Learning that a lever is something that turns on a pivot -Learning that a linkage is a system of levers that are connected by pivots -Exploring wheel mechanisms -Learning how axels help wheels to move a vehicle
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<p>Year 3</p>	<p><u>Constructing a castle</u> 2D shapes 3D shapes Castle Design criteria Evaluate Facade Feature Flag Net Recyclable Scoring Stable Strong Structure Tab Weak</p> <p><u>Eating Seasonally</u> Climate Dry climate Exported Imported Mediterranean climate Nationality Nutrients Polar climate Recipe Seasonal food Seasons Temperate climate Tropical climate</p> <p><u>Pneumatic Toys</u> Exploded-diagram Function Input Lever Linkage Mechanism Motion Net Output Pivot Pneumatic system Thumbnail sketch</p>	<p>William the Conqueror</p>	<p><u>Pneumatic Toys</u> <u>Design</u> -Develop design criteria from a design brief -Design a toy which uses a pneumatic system -Generate ideas using thumbnail sketches and exploded diagrams -Learn that different types of drawings are used in design to explain ideas clearly <u>Make</u> -Create a pneumatic system to create a desired motion -Build secure housing for a pneumatic system -Use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy -Select materials due to their functional and aesthetic characteristics -Manipulate materials to create different effects by cutting, creasing, folding, weaving <u>Evaluate</u> -Use the views of others to improve Designs -Test and modify the outcome, suggesting improvements/points for modification. -Understand the purpose of exploded-diagrams through the eyes of a designer and their client <u>Technical Knowledge</u> -Understand how pneumatic systems work -Learn that mechanisms are a system of parts that work together to create motion -Understand that pneumatic systems can be used as part of a mechanism</p>	<p><u>Eating Seasonally</u> <u>Design</u> -Create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish <u>Make</u> -Know how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination -Follow the instructions within a recipe <u>Evaluate</u> -Establish and use design criteria to help test and review dishes -Describe the benefits of seasonal fruits and vegetables and the impact on the environment -Suggest points for improvement when making a seasonal tart <u>Technical Knowledge</u> -Learn that climate affects food growth -Work with cooking equipment safely and hygienically -Learning that imported foods travel from far away and this can negatively impact the environment -Learning that vegetables and fruit grow in certain seasons -Learn that each fruit and vegetable gives us nutritional benefits -Learn to use, store and clean a knife safely</p>	<p><u>Constructing a castle</u> <u>Design</u> -Design a castle with key features to appeal to a specific person/purpose -Draw and label a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials need and colours -Design a castle that fits the requirements of a given brief. <u>Make</u> -Construct a range of 3D geometric shapes using nets -Create special features for individual designs -Make facades from a range of recycled materials <u>Evaluate</u> -Evaluate own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design -Suggest points for modification of the individual designs <u>Technical Knowledge</u> -Identify features of a castle -Identify suitable materials to be selected and used for a castle, considering weight, compression, tension -Extend the knowledge of wide and flat based objects being more stable -Understanding the terminology of strut, tie, span, beam -Understand the difference between frame and shell structure</p> 
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			<p>-Learn that pneumatic systems force air over a distance to create movement</p> 	  <p>Design Your Own Smoothie</p> <p>Your task is to design and create your own recipe for a smoothie. You will need to think about the types and amount of each ingredients and the equipment you will use. Write out the recipe and the steps that someone will need to follow to make your smoothie. Don't forget to name it!</p> <p>Name: <u>Blue Raspberry</u></p> <p>Ingredients</p> <ul style="list-style-type: none"> 100ml of milk 100ml of yogurt 4 Raspberries 2 Blueberries 2 oranges shaly ice cube half a banana 3 strawberries <p>Equipment/Tools</p> <ul style="list-style-type: none"> A blender A sieve A cup A measuring jug 	
<p>Year 4</p>	<p>Pavilions Aesthetic Cladding Design criteria Evaluation Frame Structure Function Inspiration Pavilion Reinforce Stable Structure Target audience Target customer Texture Theme</p> <p>Adapting a Recipe Adapt Budget Cooling rack Creaming Equipment Evaluation Flavour Ingredients Method Net</p>	<p>Mary Berry</p>	<p><u>Making a Slingshot Car</u></p> <p>Design</p> <ul style="list-style-type: none"> -Develop design criteria from a design brief -Design a shape that reduces air resistance. -Draw a net to create a structure from. -Choose shapes that increase or decrease speed as a result of air resistance. -Personalise a design. <p>Make</p> <ul style="list-style-type: none"> -Measure, marking, cutting and assembling with increasing accuracy. -Make a model based on a chosen design <p>Evaluate</p> <ul style="list-style-type: none"> -Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. -Consider effective and ineffective designs <p>Technical Knowledge</p> <ul style="list-style-type: none"> -Understand that all moving things have kinetic energy. 	<p><u>Adapting a Recipe</u></p> <p>Design</p> <ul style="list-style-type: none"> -Design a biscuit within a given budget, drawing upon previous taste testing <p>Make</p> <ul style="list-style-type: none"> -Follow a baking recipe -Cook safely, following basic hygiene rules -Adapt a recipe <p>Evaluate</p> <ul style="list-style-type: none"> -Evaluate a recipe, considering: taste, smell, texture and appearance -Describe the impact of the budget on the selection of ingredients -Evaluate and compare a range of products -Suggesting modifications <p>Technical Knowledge</p> <ul style="list-style-type: none"> -Understand the impact of the cost and importance of budgeting while planning ingredients for biscuits 	<p>Pavilions</p> <p>Design</p> <ul style="list-style-type: none"> -Design a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect -Build frame structures designed to support weight <p>Make</p> <ul style="list-style-type: none"> -Create a range of different shaped frame structures -Make a variety of free-standing frame structures of different shapes and sizes -Select appropriate materials to build a strong structure and for the cladding -Reinforce corners to strengthen a structure -Create a design in accordance with a plan -Learn to create different textural effects with materials <p>Evaluate</p> <ul style="list-style-type: none"> -Evaluate structures made by the class -Describe what characteristics of a design and construction made it the most effective -Consider effective and ineffective designs <p>Technical Knowledge</p> <ul style="list-style-type: none"> -Learn what pavilions are and their purpose

	<p>Packaging Prototype Quantity Recipe Rubbing Sieving Target audience Unit of measurement Utilities</p>		<ul style="list-style-type: none"> -Understand that kinetic energy is the energy that something (object/person) has by being in motion. -Know that air resistance is the level of drag on an object as it is forced through the air. -Understand that the shape of a moving object will affect how it moves due to air resistance 	<ul style="list-style-type: none"> -Understand the environmental impact on future product and cost of production 	<ul style="list-style-type: none"> -Build on prior knowledge of net structures and broadening knowledge of frame structures -Learn that architects consider light, shadow and patterns when designing -Implement frame and shell structure knowledge -Consider effective and ineffective designs
<p>Year 5</p>	<p><u>Making a Pop Up Book</u> Aesthetic Computer-aided design (CAD) Caption Exploded-diagram Function Input Linkage Mechanism Motion Output Pivot Prototype Slider Structure Template <u>What could be healthier?</u> Beef Cross-contamination Diet Ethical issues Farm Healthy Nutrients Reared Substitute Vegan Vegetarian Welfare <u>Bridges</u></p>	<p>David Hawcock</p>	<p><u>Making a Pop Up Book</u> <u>Design</u> -Develop design criteria from a design brief -Design a pop-up book which uses a mixture of structures and mechanisms. -Name each mechanism, input and output accurately. -Storyboard ideas for a book. <u>Make</u> -Follow a design brief to make a pop-up book, neatly and with focus on accuracy. -Make mechanisms and/or structures using sliders, pivots and folds to produce movement. -Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. <u>Evaluate</u> -Evaluate the work of others and receiving feedback on own work. -Suggest points for improvement/modification. <u>Technical Knowledge</u> -Know that mechanisms control movement. -Understand that mechanisms can be used to change one kind of motion into another. -Understand how to use sliders, pivots and folds to create paper-based mechanisms. to reinforce structures</p>	<p><u>What could be healthier?</u> <u>Design</u> -Adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. -Write an amended method for a recipe to incorporate the relevant changes to ingredients. -Design appealing packaging to reflect a recipe. <u>Make</u> -Cut and prepare vegetables safely. -Use equipment safely, including knives, hot pans and hobs. -Knowing how to avoid cross-contamination. -Following a step by step method carefully to make a recipe. <u>Evaluate</u> -Identify the nutritional differences between different products and recipes. -Identify and describing healthy benefits of food groups <u>Technical Knowledge</u> -Understand where meat comes from -Learn that beef is from cattle and how beef is reared and processed, including key welfare issues. -Know that I can adapt a recipe to make it healthier by substituting ingredients.</p>	<p><u>Bridges</u> <u>Design</u> -Design a stable structure that is able to support weight -Create frame structure with focus on triangulation -Develop design criteria from a design brief. <u>Make</u> -Make a range of different shaped beam bridges  -Use triangles to create truss bridges that span a given distance and supports a load  -Build a wooden bridge structure independently measuring and marking wood accurately -Select appropriate tools and equipment for particular tasks -Use the correct techniques to saws safely -Identify where a structure needs reinforcement and using card corners for support -Explain why selecting appropriating materials is an important part of the design process -Understand basic wood functional properties <u>Evaluate</u></p>

<p>Abutment Accurate Arched bridge Beam bridge Coping saw Evaluation File Mark out Material properties Measure Predict Reinforce Research Sandpaper Set square Suspension bridge Tenon saw Test Truss bridge Wood</p>			<p>-Understand how triangles can be used to reinforce bridges -Articulate the difference between beam, arch, truss and suspension bridges</p>	<p>-Know that I can use a nutritional calculator to see how healthy a food option is. -Understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects</p>   	<p>-Adapt and improve own bridge structure by identifying points of weakness and reinforcing them as necessary -Suggest points for improvements and modifications for own bridges and those designed by others</p> <p>Technical Knowledge</p> <p>-Explore how to create a strong beam identifying arch and beam bridges and understand the terms: compression and tension -Identify stronger and weaker structures -Find different ways to reinforce structures -Understand how triangles can be used to reinforce bridges -Articulate the difference between beam, arch, truss and suspension bridges</p> 
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<p>Year 6</p> <p><u>Automata toys</u> Accurate Assembly-diagram Automata Axle Bench hook Cam Clamp Component Cutting list Diagram Dowel Drill bits Exploded-diagram Finish Follower Frame Function Hand drill Jelutong Linkage <u>Come dine with me</u> Accompaniment Collaboration Cookbook Cross-contamination Equipment Farm Flavour Illustration Imperative-verb Ingredients Method Nationality Preparation Processed Reared Recipe Research Storyboard Target audience</p>	<p>Matt Smith</p>	<p><u>Automata toys</u> <u>Design</u> -Develop design criteria from a design brief -Experiment with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. -Understand how linkages change the direction of a force. -Make things move at the same time. -Understand and drawing cross-sectional diagrams to show the inner-workings of my design. <u>Make</u> -Measure, mark and check the accuracy of the jelutong and dowel pieces required. -Measure, mark and cut components accurately using a ruler and scissors. -Assemble components accurately to make a stable frame. -Understand that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. -Select appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set. <u>Evaluate</u> -Evaluate the work of others and receiving feedback on own work. -Apply points of improvement/modification to their toys. -Describe changes they would make/do if they were to do the project again. <u>Technical Knowledge</u> -Understand that the mechanism in an automata uses a system of cams, axles and followers. -Understand that different shaped cams produce different outputs.</p>	<p><u>Come dine with me</u> <u>Design</u> -Write a recipe, explaining the key steps, method and ingredients. -Include facts and drawings from research undertaken. <u>Make</u> -Follow a recipe, including using the correct quantities of each ingredient. -Adapt a recipe based on research. -Work to a given timescale. -Work safely and hygienically with independence. <u>Evaluate</u> -Evaluate a recipe, considering: taste, smell, texture and origin of the food group. -Taste test and score final products. -Suggest and write up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. -Evaluate health and safety in production to minimise cross contamination. <u>Technical Knowledge</u> -Know that 'flavour' is how a food or drink tastes. -Know that many countries have 'national dishes' which are recipes associated with that country. -Know that 'processed food' means food that has been put through multiple changes in a factory. -Understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. -Understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).</p>	<p><u>Playgrounds</u> <u>Design</u> -Design a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs -Develop design criteria from a design brief. <u>Make</u> -Build a range of play apparatus structures drawing upon new and prior knowledge of structures -Measure, marking and cutting wood to create a range of structures -Use a range of materials to reinforce and add decoration to structures <u>Evaluate</u> -Improve a design plan based on peer evaluation -Test and adapt a design to improve it as it is developed -Identify what makes a successful structure <u>Technical Knowledge</u> -Know that structures can be strengthened by manipulating materials and shapes -Identify the shell structure in everyday life (cars, aeroplanes, tins, cans) -Understand man-made and natural structures</p> 
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	<p>Top tips Playgrounds Adapt Apparatus Bench hook Cladding Coping saw Dowel Jelutong Landscape Modify Prototype Vice</p>				
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