



Design technology's Year 6s. Medium Term Plan
Autumn 2, Unit 1: Cooking and Nutrition: Come Dine With Me



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Complementary Flavours (optional)	To explain the use of complementary flavours.	<ul style="list-style-type: none"> - I can identify the five basic tastes. - I can match complementary flavours. - I can explain why certain flavours work well together. 	<p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<ul style="list-style-type: none"> - balance - bitter - complement - enhance - pairing - salty - sour - sweet - umami 	<ul style="list-style-type: none"> - Presentation: Basic tastes. - Presentation: Complementary flavours. - Presentation: Case studies. - Equipment for the changing flavours activity (per child s see Attention grabber): <ul style="list-style-type: none"> o 1 lemon slice; o 1 sugar cube; o 1 paper cup. - Whiteboards and pens (one between two). - Equipment for the taste testing activity (per table s see Main event): <ul style="list-style-type: none"> o 5 paper plates; o 1 plate with sweet foods such as apple slices or grapes; o 1 plate with sour foods such as lemon slices or pickled onion; o 1 plate with salty foods such as pretzels or cheese cubes; o 1 plate with bitter foods such as cucumber slices or dark chocolate; o 1 plate with umami foods such as cherry tomatoes or cold, cooked chicken. - Link: <i>Assessment s Design and technology: Y6: Cooking and nutrition: Come dine with me</i> (optional s see Attention grabber).
Two:	To research and design a three-course meal.	<ul style="list-style-type: none"> - I know how to research a recipe by ingredient. 	Design	<ul style="list-style-type: none"> - equipment - flavour - ingredients - method 	<ul style="list-style-type: none"> - Presentation: Bingo s key vocabulary. - Presentation: Hero ingredients. - Presentation: Recipe research.

<p>Three ingredients, three courses</p>		<ul style="list-style-type: none"> - I understand that not all courses complement one another. - I can list the ingredients I need for my chosen recipe. - I can read the method and list the equipment I need for my chosen recipe. - 	<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. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet. 	<ul style="list-style-type: none"> - research - recipe - 	<ul style="list-style-type: none"> - Whiteboards and pens (one each). - Access to computers, laptops or tablets (one between two's see Main event). - Access to a printer (see Main event). - A4 paper (one between two).
<p>Three: Ingredients and Skills (optional)</p>	<p>To explain recipe choices.</p>	<ul style="list-style-type: none"> - 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. 	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<ul style="list-style-type: none"> - Balance - Complement - Enhance - Pairing - preparation 	<ul style="list-style-type: none"> - Presentation: Brain dump. - Presentation: Flavour pairings. - Whiteboards and pens (one each). <p>Equipment for preparing ingredients (see Teacher knowledge).</p> <ul style="list-style-type: none"> - An extra adult to supervise. - The children's chosen recipes for each course. - Equipment for preparing foods (per group of six): <ul style="list-style-type: none"> o 1 vegetable knife; o 1 box grater; o 1 garlic press; o 1 green chopping board; o 1 blue chopping board (optional); o 1 measuring jug; o 1 measuring scale; o 2 peppers; o 1 garlic bulb; o 1 salmon fillet (optional); o 1 carrot (for grating); o 1 tin of pineapple.

<p>Four: To startk</p>	<p>To apply culinary skills and knowledge.</p>	<ul style="list-style-type: none"> - I can prepare ingredients and follow a recipe safely and sensibly. - I can describe the farm to fork process for a given ingredient using a storyboard. - I can contribute a recipe page to a class cookbook using imperative verbs, adjectives and illustrations. 	<p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - farm to fork - flavour - ingredients - method - preparation - recipe - storyboard 	<p>Presentation: Speak like an expert.</p> <ul style="list-style-type: none"> - An additional adult (see Teacher knowledge). - A selection of cookbooks (one for each table s. see Attention grabber). - Flipchart (see Attention grabber). - For the starter pairs (see Main event): <ul style="list-style-type: none"> o Children's ingredient lists, equipment lists and recipes from Lesson 2: Three ingredients; three courses; o Additional ingredients and equipment as required for the starter pairs; o Ten peppers (based on a class of 30) so that each starter pair will have two peppers to prepare. - For the mains pairs (see Main event): <ul style="list-style-type: none"> o Devices with internet access; o A4 paper. o Colouring pens/pencils. o Link: Tesco Eat Happy Project - Slippery salmon from farm to fork. - For the dessert pairs (see Main event): <ul style="list-style-type: none"> o Children's recipes from home; o A4 paper; o Colouring pens/pencils.
<p>Five: The main course</p>	<ul style="list-style-type: none"> • To apply culinary skills and knowledge. 	<ul style="list-style-type: none"> - 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 	<p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately. - Select from and use a wider range of materials and components, 	<ul style="list-style-type: none"> - farm to fork - flavour - ingredients - method - preparation - recipe - storyboard 	<p>Presentation: Expand and add detail.</p> <ul style="list-style-type: none"> - An additional adult (see Teacher knowledge). - Children's storyboards from Lesson 4: To startk (see Attention grabber).

		<p>understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.</p>	<p>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - The Activity: Come dine with me score sheet from Lesson 4: To start(see Wrapping up). - For the starter pairs (see Main event): <ul style="list-style-type: none"> o Children's recipes from home; o a variety of cookbooks; o A4 paper; o Colouring pens/pencils. - For the mains pairs (see Main event): <ul style="list-style-type: none"> o Children's ingredient lists, equipment lists and recipes from Lesson 2: Three ingredients; three course; o Additional ingredients and equipment as required for the starter pairs; o Ten salmon fillets (based on a class of 30) so that each pair will have two fillets to prepare. - For the dessert pairs (see Main event): <ul style="list-style-type: none"> o Devices with internet access; o A4 paper. o Colouring pens/pencils. o Link: Tesco Eat Happy Project -
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					<p>Prickly pineapples from farm to fork on VideoLink.</p> <p>- Link: Tesco Eat Happy Project - Slippery salmon from farm to fork.</p>
Six: Dessert	To apply culinary skills and knowledge.	<ul style="list-style-type: none"> - 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. 	<p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - farm to fork - flavour - ingredients - method - preparation - recipe - storyboard 	<p>Presentation: Agree or disagree?</p> <ul style="list-style-type: none"> - An additional adult (see Teacher knowledge). - Children's storyboards from Lesson 5: The main course (see Attention grabber). - The Activity: Come dine with me score sheet from Lesson 4: To startk(see Wrapping up). - For the starter pairs (see Main event): <ul style="list-style-type: none"> o Devices with internet access; o A4 paper. o Colouring pens/pencils. o Link: Tesco Eat Happy Project - Crunchy peppers from farm to fork on VideoLink. - For the mains pairs (see Main event): <ul style="list-style-type: none"> o Children's recipes from home; o A variety of cookbooks; o A4 paper; o Colouring pens/pencils. o For the desserts pairs (see Main event):

					<ul style="list-style-type: none"> ○ Children's ingredient lists, equipment lists and recipes from <i>Lesson 2: Three ingredients; threecourse</i>; ○ Additional ingredients and equipment as required for the starter pairs; ○ Tins of pineapple slices s enough so that each pair can prepare two desserts. <ul style="list-style-type: none"> - Link: Tesco Eat Happy Project - Prickly pineapples from farm to fork on VideoLink. - Link: Assessment s Design and technology Y6: Cooking and nutrition: Come dine with me (optional s see Wrapping up).
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Assessment:

- What is cross-contamination?
- Cross-comtaminationhappens whenk
- What do we mean by flavour?
- The word 'reared in farming means:
- In a recipe, what is the method?
- What is a national dish?
- A processed food has beenk
- It is important to wash fruit and vegetables tok
- When slicing fruit and vegetables, remember tok
- Explain what contributes to a healthy diet.



Design technologys Year 6s Medium Term Plan
Spring 2, Unit 2: Digital World: Navigating the World



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
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<p>One: Navigating the World</p>	<p>To write a design brief and criteria based on a client request.</p>	<ul style="list-style-type: none"> - I can write a design brief from information submitted by a client. - I can develop design criteria to fulfil the client's request. - I can consider and suggest additional functions for my navigation tool. 	<p>Design</p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> - application (app) - client - compass - design criteria - equipment - GPS tracker - Navigation - pedometer - smart - smartphone - tablet 	<ul style="list-style-type: none"> - Presentation.: Navigating the world. - Presentation.: Design request. - Presentation.: Micro:bit. - Pens or pencils (one each). - Highlighters (optional, one each, see Main event). - Link: 'Micro: bit Make Code editor' s this is an external website and we do not have control over its content s please check before showing it to the children. - children.
<p>Two: Programming a navigation tool.</p>	<p>To write a program to include multiple functions as part of a navigation device.</p>	<ul style="list-style-type: none"> - 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>Design</p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> - boolean - copy - duplicate - function - if statement - loop - program - value - variable 	<ul style="list-style-type: none"> - Presentation.: Noughts & crosses. - Presentation.: Navigating the world. - Presentation.: Programming a navigation tool. - Presentation.: Micro:bit pass. - The children's design criteria sheets (see 'Lesson 1: Navigating the world'). - Devices to access the BBC Micro:bit editor through an internet browser (one between two): <ul style="list-style-type: none"> o if using tablets, you will need the BBC micro:bit app for guidance on which app to pair with your device (see the link: Guide to mobile and tablet apps s this link has been selected for the teacher and is not intended to be shown to pupils. - BBC micro:bits with battery packs or mi:power coin cell boards and micro:bit cables

					<p>(optional s. see Teacher guidance).</p> <p>- Link: 'Micro:bit Make Code editor' (accessed via an internet browser or as an app on the Google Play or Apple store) s this is an external website and we do not have control over its content s please check before showing it to the children.</p> <p>-</p>
<p>Three: Product concept</p>	<p>To develop a sustainable product concept.</p>	<ul style="list-style-type: none"> - I can consider materials and their functional properties. - I can understand the need for sustainability in design. - I can develop a product idea through annotated sketches. 	<p>Design</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> - biodegradable - concept - corrode - environmentally friendly - finite - functional properties - infinite - lightweight materials - mouldable - non-recyclable - product lifecycle - product lifespan - recyclable - sustainable - sustainable design - unsustainable design 	<p>Presentation: Brian dump.</p> <ul style="list-style-type: none"> - Presentation: Planet Earth. - Presentation: Product concept. - Whiteboard and pen (one each). - Pencils or pens (one each). - Sketching pencils (one each). - Colouring pencils (optional s a selection per table). <p>-</p>

<p>Four: 3D CAD models</p>	<p>To develop 3D CAD skills to produce a virtual model.</p>	<ul style="list-style-type: none"> - I can identify key industries 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. 	<p>Design</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> - 3D model - CAD - CGI - consumables - group - manoeuvre - opaque - replica - shape - properties - Tinkercad - transparent - ungroup - virtual - workplane 	<ul style="list-style-type: none"> - Presentation: Agree or disagree? - Presentation: 3D CAD Modelling. - Presentation: Tinkercad modelling. - Presentation: Final evaluation. - The children's project workbooks (see Lesson 1: Navigating the world'). - Computers or laptops with wired mice (one each). - Link: Tinkercad.^α - Link: The Tinkercad remix project^α (optional, see Adaptive teaching). <p>^αThese are external websites and we do not have control over their content s. please check before showing them to the children.</p>
<p>Five: Product Pitch</p>	<p>To present a pitch to 'sell' the product to a specified client.</p>	<ul style="list-style-type: none"> - 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. 	<p>Design</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> - convince - feature - functional - investment - manufacture - model - pitch - stock 	<ul style="list-style-type: none"> - Presentation: 3, 2, 1. - Presentation: Product pitch. - Presentation: Pitch! - Whiteboard and pen (one each). - The children's project books (see Lesson 1: Navigating the world'). - A3 card (one each). - Flipchart stand (one s optional, see Main event). - Stationery e.g. glue sticks, scissors, colouring pencils, erasers, pencils and pens (a selection on each table). - Access to devices and a printer (optional s if the children need to print screenshot of their code and 3D model or demonstrate their program live).

					<ul style="list-style-type: none"> - Screenshots or printed copies of the children's 3D CAD models and micro:bit code. - Link: Two sisters on Dragon's Den on VideoLinkx s this is an external website and we don not have control over its content s please check before showing it to the children.
Assessment: <ul style="list-style-type: none"> - What do we mean by form? - What do we mean by function? - What do we mean by multifunctional? - Who is the client in any design project? - What is a magnetometer? - An accelerometer cank - A pedometer can record the number of zzzzzzzz taken - Sensors can be useful in smart products becausek. - What is a concept? - What are the pros and cons of 3D CAD modelling? 					



Design technology's Year 6s. Medium Term Plan
Summer 2, Unit 2: Structures Playgrounds



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Design a new Playground	To design a playground with a variety of structures.	<ul style="list-style-type: none"> - I can identify different types of structures used in playgrounds as apparatus. - I can consider how the structures can be used. - I can design five different pieces of apparatus using three different structures. - I can improve my design based on peer evaluation. - 	<p>Design</p> <ul style="list-style-type: none"> - Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups. - Generate, develop, model and communicate ideas through discussion and annotated sketches. <p>Evaluate</p>	<ul style="list-style-type: none"> - apparatus - design criteria - equipment - landscape features - plan view - playground - 	<ul style="list-style-type: none"> - <i>Presentation: Playgrounds.</i> - <i>Presentation: Playground design.</i> - Plain paper (one each). - Rubbers (one between two). - Sharpeners (one between two). - A3 card (one each). - Link: Assessment s DocT Y6: Structures: Playgrounds (optional s see Attention grabber). -

			<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. 		
Two: Building Structures	To build a range of structures.	<ul style="list-style-type: none"> - I can build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures. - I can explain that structures can be strengthened by manipulating materials and shapes. - I can measure, mark, cut and shape wood to create a range of structures. 	<p>Design</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate ideas through discussion and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing accurately. - Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce complex structures. 	<ul style="list-style-type: none"> - bench hook - mark out - modify - prototype - reinforce - tenon saw - user 	<p>Presentation: Brain dump.</p> <ul style="list-style-type: none"> - Whiteboard and pen (one each). - The children's playground designs (see Lesson 1: Design a new playground). - Ruler (one each). - Scissors (one each). - Rubber (one between two). - 10 cm x 10 cm or 5 cm x 5 cm jelutong and/or dowel (a selection for the children to choose from & see Main event). - Tenon saws and bench hooks or coping saws and vices (one per table & see Main event). - Lolly sticks or toothpicks (a selection for the children to choose from & see Main event). - Straws, string, pipe cleaners and card (a selection for the children to choose from & see Main event). - Foil, egg boxes, cardboard tubes and other junk modelling materials (a selection for the children to choose from & see Main event). - PVA glue or glue guns (one between two & see Main event). - Link: Marquettica Architectural Models: Playground miniature models on VideoLink. - Link: Backyard Crafts: 3 Easy popsicle sticks playground toy on VideoLink. <p><small>αThese are external websites and we do not have control over their content</small></p>

					s. please check before showing them to the children. -
Three: Perfecting Structures	To improve and add detail to structures.	<ul style="list-style-type: none"> - I can test and adapt my design to improve it. - I can identify what makes a successful structure. - I can use a range of materials to reinforce and add decoration to my structures. 	<p>Design</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate ideas through discussion and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wide range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately. - Select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce complex structures. 	<ul style="list-style-type: none"> - cladding - dowel - jelutong - reinforce structure 	<ul style="list-style-type: none"> - <i>Presentation: Noughts & crosses.</i> - Whiteboard and pen (one between two). - The children's playground designs (see Lesson 1: Design a new playground). - The children's playground structures (see Lesson 2: Building structures). - Ruler (one each). - Scissors (one each). - Rubber (one between two). - 10 cm x 10 cm or 5 cm x 5 cm jelutong and/or dowel (a selection for the children to choose from s. see Main event). - Tenon saws and bench hooks or coping saws and vices (one per table s. see Main event). - Lolly sticks or toothpicks (a selection for the children to choose from s. see Main event). - Straws, string, pipe cleaners and card (a selection for the children to choose from s. see Main event). - Foil, egg boxes, cardboard tubes and other junk modelling materials (a selection for the children to choose from s. see Main event). - Range of cladding materials: foil, tracing paper, elastic bands, plastic bags, packaging, newspaper, string/wool, leaves, corrugated card/plastic, etc. (a selection for the children to choose from s. see Main event). - Papier maché (optional s. see Main event).

					<ul style="list-style-type: none"> - PVA glue or glue guns (one between two s see Main event).
<p>Four: Playground landscapes</p>	<p>To create a surrounding landscape.</p>	<ul style="list-style-type: none"> - I can attach structures to a base, reinforcing the join where necessary. - I can consider the surrounding environment of my playground. - I can create landscape features using a range of materials. 	<p>Design</p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate ideas through discussion and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wide 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, according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> - design criteria - natural materials - prototype - user 	<ul style="list-style-type: none"> - <i>Presentation: Explain the answer.</i> - The children's structures (see Lesson 3: Perfecting structures). - The children's playground designs (see Lesson 1: Design a new playground). - Straws, string, pipe cleaners, egg boxes, lolly sticks or toothpicks (a selection for the children to choose from s see Main event). - Felt tips, paint, foil or coloured paper (a selection for the children to choose from s see Main event). - Natural materials, such as sand, twigs, leaves, stones and tree bark (a selection for the children to choose from s see Main event). - Modelling dough or sticky tac (optional s see Main event). - Papier maché (optional s see Main event). - A3 card bases (one each). - PVA glue or glue guns (one between two s see Main event). - Link: Assessment s DocT Y6: Structures: Playgrounds (optional s see Wrapping up).
<p>Assessment:</p> <ul style="list-style-type: none"> - To make a structure stronger zzzzzzz it with more materials. - What is the name of a tool? - What is a prototype? - Jelutong is a type of zzzzzzzzzzzz. - What are the material properties of softwood (pine)? - What is the name of this view? - To modify something means to k - Explain the health and safety rules for woodwork tools. 					