

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>All About Me – Making Faces My home Apple and Pear Crumble</p>	<p>People Who Help Us – Designing and making vehicles for the emergency services to use</p>	<p>Terrific Tales – To design a chair for baby bear</p>	<p>We're Going On A Bear Hunt- To design clothes that are suitable for a bear hunt. Make using a collage of materials</p>	<p>Eggs – To make simple dishes out of eggs</p>	<p>Somebody Swallowed Stanley – To design and make toys out of junk modelling. Kites, shakers, drums.</p>
3-4 Year olds	<p>PD: Making complex small worlds using blocks or construction kits PD: Choosing resources and carrying out their own plan EAD: Exploring how to use materials freely : Creating closed shapes with continuous lines and begin to use shapes to represent objects. PSED: Select and use activities with help. This helps them achieve a goal they have chosen or one that has been suggested.</p>	<p>UW: Understanding how things work EAD: Making complex small worlds using blocks or construction kits PD: Choosing resources and carrying out their own plan PSED: Select and use activities with help. This helps them achieve a goal they have chosen or one that has been suggested.</p>	<p>PD: Choosing resources and carrying out their own plan PSED: Select and use activities with help. This helps them achieve a goal they have chosen or one that has been suggested. UW: Understanding how things work EAD: Creating closed shapes with continuous lines and begin to use shapes to represent objects.</p>	<p>PD: Choosing resources and carrying out their own plan : Using one handed tools PSED: Select and use activities with help. This helps them achieve a goal they have chosen or one that has been suggested. EAD: Creating closed shapes with continuous lines and begin to use shapes to represent objects.</p>	<p>PSED: Select and use activities with help. This helps them achieve a goal they have chosen or one that has been suggested. UW: Understanding how things work</p>	<p>PD: Choosing resources and carrying out their own plan PSED: Select and use activities with help. This helps them achieve a goal they have chosen or one that has been suggested. UW: Understanding how things work EAD : Creating closed shapes with continuous lines and begin to use shapes to represent objects.</p>

<p>Reception</p>	<p>PD: Developing small motor skills so they can use a range of tools more competently, safely and confidently Use core strength to achieve a good posture when sitting on at a table or on the floor EAD: Explore, use and refine a variety artistic effects to express ideas or feelings : Return to build on previous learning, refining ideas and developing the ability to represent them :Creating collaboratively, sharing ideas, resources and skills</p>	<p>PD: Developing small motor skills so they can use a range of tools more competently, safely and confidently Use core strength to achieve a good posture when sitting on at a table or on the floor EAD: Explore, use and refine a variety artistic effects to express ideas or feelings : Return to build on previous learning, refining ideas and developing the ability to represent them :Creating collaboratively, sharing ideas, resources and skills</p>	<p>PD: Developing small motor skills so they can use a range of tools more competently, safely and confidently Use core strength to achieve a good posture when sitting on at a table or on the floor EAD: Explore, use and refine a variety artistic effects to express ideas or feelings : Return to build on previous learning, refining ideas and developing the ability to represent them :Creating collaboratively, sharing ideas, resources and skills</p>	<p>PD: Developing small motor skills so they can use a range of tools more competently, safely and confidently Use core strength to achieve a good posture when sitting on at a table or on the floor EAD: Explore, use and refine a variety artistic effects to express ideas or feelings : Return to build on previous learning, refining ideas and developing the ability to represent them :Creating collaboratively, sharing ideas, resources and skills</p>	<p>PD: Developing small motor skills so they can use a range of tools more competently, safely and confidently Use core strength to achieve a good posture when sitting on at a table or on the floor EAD: Explore, use and refine a variety artistic effects to express ideas or feelings : Return to build on previous learning, refining ideas and developing the ability to represent them :Creating collaboratively, sharing ideas, resources and skills</p>	<p>PD: Developing small motor skills so they can use a range of tools more competently, safely and confidently Use core strength to achieve a good posture when sitting on at a table or on the floor EAD: Explore, use and refine a variety artistic effects to express ideas or feelings : Return to build on previous learning, refining ideas and developing the ability to represent them :Creating collaboratively, sharing ideas, resources and skills</p>
<p>ELG:</p>	<p>PD: Using small tools including scissors, paintbrushes and cutlery EAD: Safely using a variety of materials,</p>	<p>PD: Using small tools including scissors, paintbrushes and cutlery EAD: Safely using a variety of materials,</p>	<p>PD: Using small tools including scissors, paintbrushes and cutlery EAD: Safely using a variety of materials,</p>	<p>PD: Using small tools including scissors, paintbrushes and cutlery EAD: Safely using a variety of materials,</p>	<p>PD: Using small tools including scissors, paintbrushes and cutlery EAD: Safely using a variety of materials,</p>	<p>PD: Using small tools including scissors, paintbrushes and cutlery EAD: Safely using a variety of materials,</p>

	tools and techniques, experimenting with colour, design, texture and form and function. : Share creations, explaining the process they have used.	tools and techniques, experimenting with colour, design, texture and form and function. : Share creations, explaining the process they have used.	tools and techniques, experimenting with colour, design, texture and form and function. : Share creations, explaining the process they have used.	tools and techniques, experimenting with colour, design, texture and form and function. : Share creations, explaining the process they have used.	tools and techniques, experimenting with colour, design, texture and form and function. : Share creations, explaining the process they have used.	tools and techniques, experimenting with colour, design, texture and form and function. : Share creations, explaining the process they have used.
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Year 1	Structures	Mechanisms Wheels and axles	Food
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			Fruit and Vegetables (smoothies)
Progression of skills	<p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user 	<p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. 	<p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.

	<p>and whether it meets the original design criteria.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.
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Year 2	Textiles Puppets	Food Fruit Salad	Mechanisms Sliders and leavers
Progression of skills	<p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform 	<p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their 	<p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card.

	<p>practical tasks such as marking out, cutting, joining and finishing.</p> <ul style="list-style-type: none"> • Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	<p>characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project
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Year 3	Textiles 2D Shape To 3D Product	Shell Structures	Food Healthy and Varied Diets
<p>Progression of skills</p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the 	<p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. 	<p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.

	<p>development of the chosen product and/or fabric.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.
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Year 4	Levers and Linkages	Electricity Simple Circuits and Switches (Torches)	Food - Healthy and Varied Diet
Progression of skills	<p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. 	<p>Designing</p> <ul style="list-style-type: none"> • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through 	<p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and

	<p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<p>discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. 	<p>communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate
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		<ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project. 	<p>for their product, and whether they are grown, reared or caught.</p> <ul style="list-style-type: none"> • Know and use relevant technical and sensory vocabulary appropriately.
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Year 5	Food – Culture and Seasonality	Structures Frames	Mechanisms Cams
Progression of skills	<p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<p>Designing</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and 	<p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

	<p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	<p>join construction materials to make frameworks.</p> <ul style="list-style-type: none"> • Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. 	<p>Evaluating</p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement. • Know and use technical vocabulary relevant to the project.
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Year 6	Food Culture and Seasonality	Electricity More Complex Switches	Mechanical Systems- Pulleys or Gears
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<p>Progression of skills</p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. 	<p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture,
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	<ul style="list-style-type: none"> • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 	<p>functionality and fitness for purpose.</p> <ul style="list-style-type: none"> • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.
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