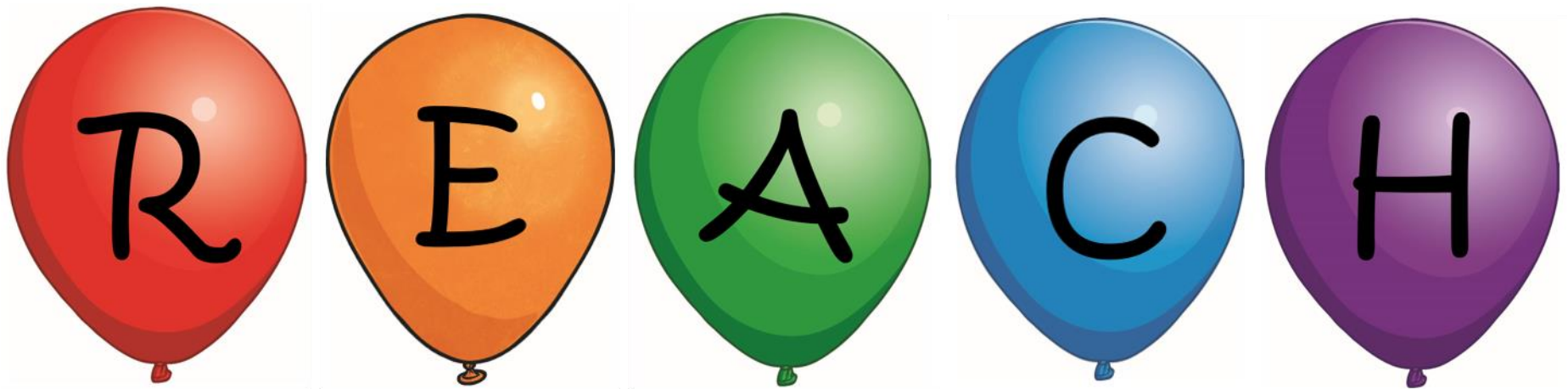


Bleak Hill Primary School

Design and Technology Portfolio

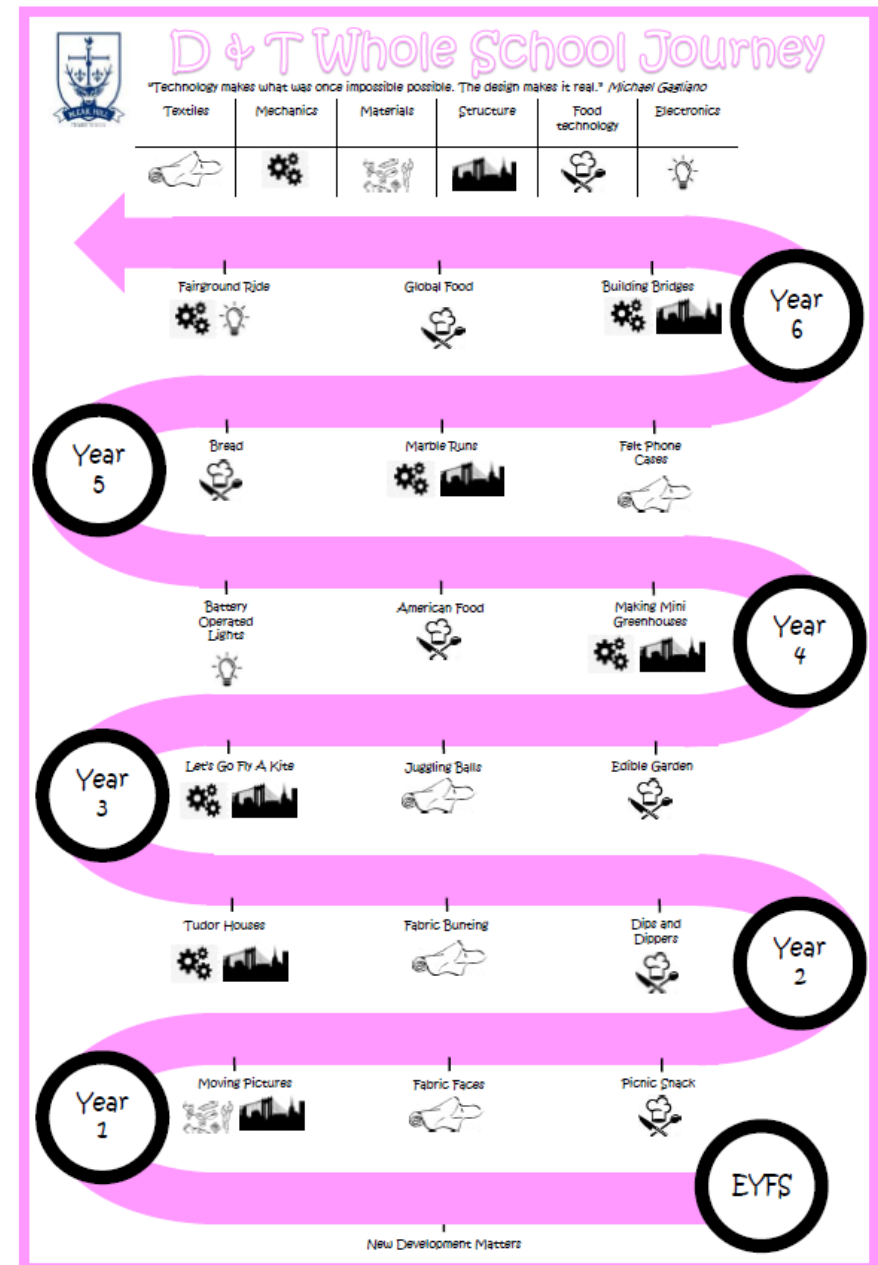


Whole School Overview

	Autumn	Spring	Summer
Reception	Models Joining techniques experimenting	Creating houses Planning and evaluating	Towers and Bridges
Year 1	Materials/Structure Moving Pictures	Textiles Fabric Faces	Food Technology Picnic snack
Year 2	Food Technology Dips and Dippers	Textiles Fabric Bunting	Mechanism/Structure Tudor Houses
Year 3	Mechanism/Structure Let's go fly a kite	Textiles Juggling Balls	Food Technology Edible Garden
Year 4	Mechanism/Structure Making Mini Greenhouses	Food Technology American Food	Electronics Battery operated lights
Year 5	Food Technology Bread	Mechanism/Structure Marble Runs	Textiles Felt Phone Cases
Year 6	Mechanism/Structure Building Bridges	Food Technology Global Food	Electronics Fairground ride
Materials/ Structure		Textiles	Food Technology
			Electronics

Design and Technology Concepts

Concept	What does it mean and why do we learn it?
Textiles	The word textile commonly means woven or knitted cloth. Lace, felt, and many other kinds of cloth are considered textiles, too. Even nets, rope, and yarn may be called textiles. People use textiles to make clothing, towels, sheets, table linens, carpets, boat sails, flags, and many other things. The Children will explore a range of textiles and their potential uses depending on their features.
Mechanics	A mechanism modifies input forces and movement into a set of output forces and movement that the user desires. It is simply a system or structure of moving parts that perform some function.
Materials	A material is any substance that has a name, for example, chalk, paper, wood, iron, air, water, clay, plastic. Everything is made up of materials. When we want to make something, we need to pick the most suitable material for the job.
Structures	A structure can be defined as the arrangement of parts. Structures may refer to buildings, machines and other man-made items as well as the structure of say a rock or mineral. Children at Bleak Hill will explore structures and learn how to make them stronger and more effective.
Food technology	Food technology allows for cross-curricular development of a range of skills including planning, designing, evaluating, preparing and creating. Being able to learn about nutrition helps children to develop key life skills including food safety skills and other skills such as measuring using different units of measure.
Electronics	Referring to the branch of technology which sits within the branch of physics in science. Including using circuits and electrical parts. These components control the electricity. Electronics are taught from year 4 up as this is when the concept is first explored in science lessons.
Key areas covered in every topic	
Inspiration	Children will view a range of current products. From these they will draw influence and try to stimulate ideas from them.
Design	A plan or drawing produced to show the look and function or workings of a building, garment or other object before it is made. The pupils at Bleak Hill will explore the concept of design in every topic, whether this be a drawing, an explanation of features, a recipe or a mini model.
Make	This is where children apply their knowledge, skills and understanding, to try and make a product. This could be a first product, or after some evaluating, a final product.
Evaluate	To evaluate is the act or the result of evaluating a situation that requires careful consideration to determine the value, nature, character, or quality of something.





We do DT every week, we alternate half terms we do Art or DT.

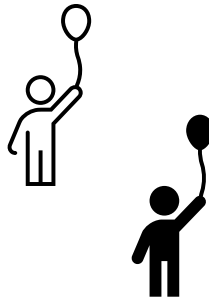
Previously, I have loved making marble runs and bread.

I know I am doing well when an adult gives me a sticker.

I love making things and being creative.

If I get something wrong then I may try and fix it or add on to it.

If I get stuck in DT then I can ask my teacher or partner for help.



Pupil Voice

EYFS

<p>Key Stage End Points</p>	<p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To understand that equipment and tools have to be used safely.</p> <p>To show an interest in technological toys with knobs or pulleys, or real objects.</p> <p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</p> <p>use various construction materials.</p> <p>To beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To join construction pieces together to build and balance.</p> <p>To realise that tools can be used for a purpose.</p> <p>To talk about a healthy range of foodstuffs and understands need for variety in food.</p>	<p>To use simple tools to effect changes to materials.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</p> <p>To show understanding of how to transport and store equipment safely.</p> <p>To practise some appropriate safety measures without direct supervision.</p> <p>To explore what happens when they mix colours.</p> <p>To experiment to create different textures.</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple tools and techniques competently and appropriately.</p>	<p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>To talk about a healthy range of foodstuffs and understands need for variety in food.</p>
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EYFS - Autumn

Children use
PVA glue.



Children use
sticky tape.

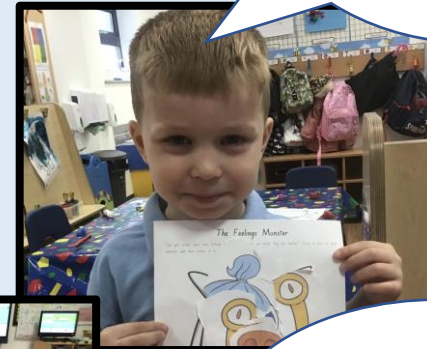


Model Making
Experimenting with joining

In the workshop area
children have access
to a range of
materials to
experiment with.

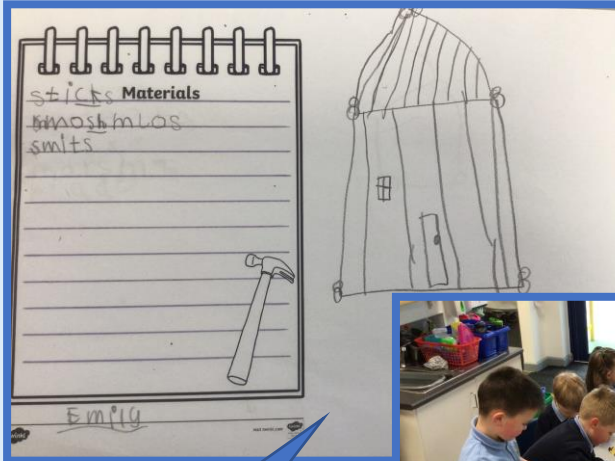


Children use
glue sticks.



Children use
masking tape.

EYFS - Spring



Design.



Make.



Test.

STEM activity.
Designing, making &
testing a house for The
Three Little Pigs.



EYFS - Summer

Towers and Bridges

Children created bridges and test how strong they are. Can you make it stronger.

Create.

Test.

Evaluate.

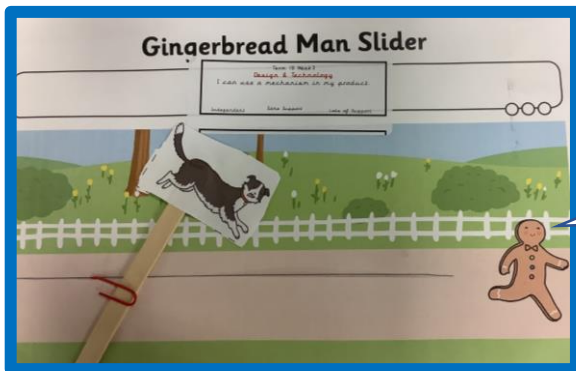
Modify.

Year 1

Year 1	Autumn	Spring	Summer
Theme	Moving Pictures (Mechanics)	Our Fabric Faces (Textiles)	Picnic Snacks (Food)
Key Stage 1 End Points	<p>Create products using levers and wheels and winding mechanisms.</p> <p>Make products refining the design as work progresses.</p> <p>Use software to design.</p> <p>Explore how products have been created.</p>	<p>Demonstrate a range of joining techniques.</p> <p>Join textiles using a running stitch.</p> <p>Make products, refining the design as work progresses.</p> <p>Explore how products have been created.</p>	<p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups. Design products that have a clear purpose and an intended user.</p> <p>Suggest improvements to existing designs.</p>
Knowledge	<p>Explore and use mechanisms such as sliders, wheels, axels and levers in a product.</p> <p>Design purposeful, functional and appealing products based on design criteria.</p> <p>Design a working product thinking about who it is for and what it needs.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.</p> <p>Make decisions about a product design and use an annotated sketch to show them.</p>	<p>Select a material and shape it.</p> <p>Join textiles using running stitch.</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as joining, using templates and cutting.</p> <p>Join fabrics together and attach different materials.</p> <p>Cut on a line.</p> <p>Select appropriate fabric materials for a product from a range.</p> <p>Design purposeful, functional, appealing products.</p> <p>Create and follow a design criteria.</p> <p>Generate, develop, model and communicate ideas through talking,</p>	<p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Follow a simple recipe.</p> <p>Prepare a tasty salad.</p> <p>Prepare and make a healthy salad made from root vegetables.</p> <p>Use the basic principles of a healthy and varied diet to design and prepare dishes. Understand where food comes from in the context of looking at different fruits and vegetables.</p> <p>Explain where some food grows.</p> <p>Explore and evaluate existing products.</p>

Year 1 - Autumn

Moving Pictures

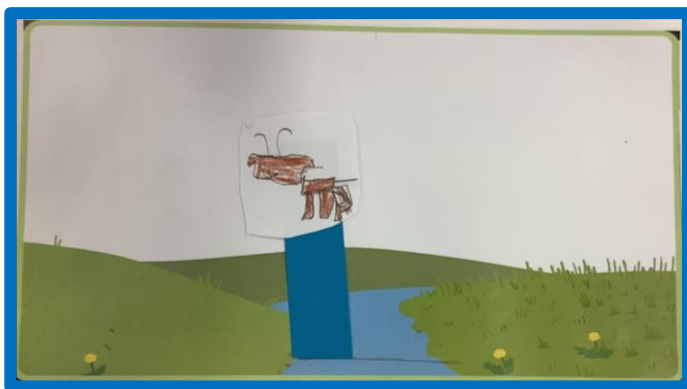


The children enjoyed exploring a range of moving books. They used a slider mechanism.

The children made a wheel mechanism.



The children made a lever mechanism and decided where to put their pivot point.



My Moving Picture Evaluation

I can evaluate my product against design criteria.

Two things I did really well:

1. My slider
2. My great is the right of

One thing I would improve:

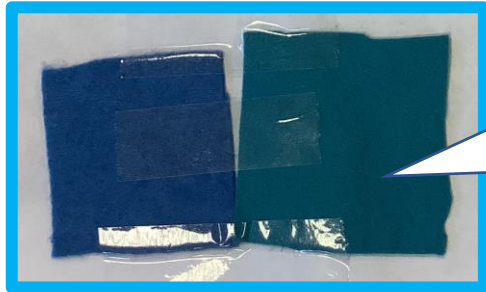
More detail on my god

Test the design criteria you have created.	
My picture shows part of the story of 'The Three Little Pigs'.	✓
My picture has at least one moving mechanism.	✓
My picture is appealing to young children.	✓
My picture is neat.	✓
My picture is well-made.	✓

The children designed, made and evaluated their own product using a moving mechanism.

Year 1 - Spring

Fabric Faces



We explored different fabrics. We described how different fabrics looked and felt.



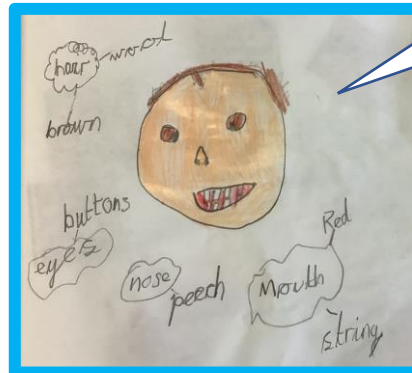
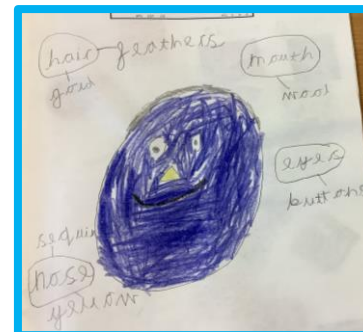
We created different hairstyles using wool.



We joined fabrics together by using a running stitch.



We designed and created a fabric face.



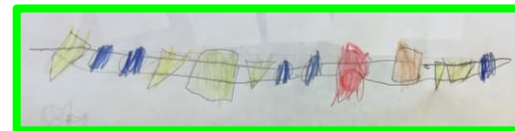
Year 1 - Summer

Sensational Salads

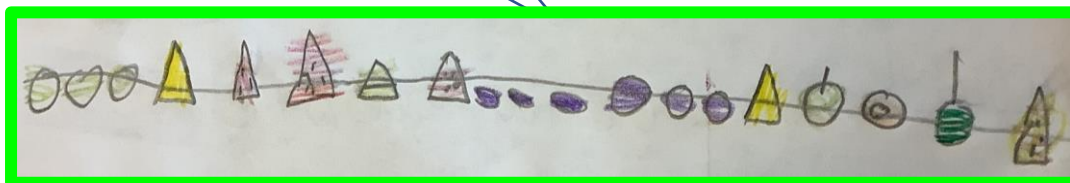


We looked at
where our
food comes
from.

We designed
a fruit kebab.



We enjoyed
making a
fruit kebab.



Year 2

Year 2	Autumn	Spring	Summer
Theme	Dips and Dippers Food	Bunting (Textiles/Computing)	Tudor Houses (Materials/Construction)
Key Stage 1 End Points	<p>Measure or weigh using electronic scales.</p> <p>Assemble or cook ingredients.</p> <p>Make and design products</p> <p>Explore products that have been created.</p>	<p>Colour and decorate textiles using a technique</p> <p>Cut materials safely using tools provided.</p> <p>Shape textiles using templates.</p> <p>Model designs using software.</p> <p>Design products that have a clear purpose</p> <p>Explore objects and designs</p>	<p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate cutting and shaping techniques</p> <p>Demonstrate a range of cutting and shaping techniques</p> <p>Design products that have a clear purpose and intended user.</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p>
Knowledge	<p>Select and use a range of tools and equipment to perform practical tasks.</p> <p>Measure or weigh using electronic scales.</p> <p>Make products following a design or plan.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate ideas through talking and drawings.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</p> <p>Use a paper template to help cut out a fabric shape.</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</p>	<p>Safely perform practical tasks such as cutting and joining.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Demonstrate a range of cutting and shaping techniques</p> <p>Design, make and evaluate a musical instrument.</p> <p>Use materials to make a musical instrument.</p> <p>Decorate a product to provide an appropriate finish.</p>

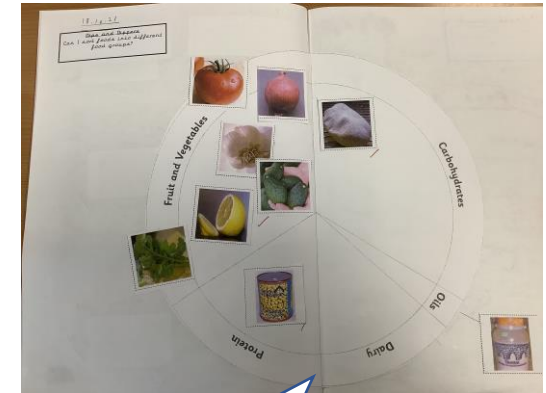
Year 2 - Autumn

Dip Evaluation Grid

Can I use my senses to evaluate a range of dips?

Name of Dip	Appearance	Smell	Texture	Taste	Word Bank
Hummus	pale	strong	creamy	mild	creamy, bright
Guacamole	colourful	spicy	crunchy	spicy	strong, spicy
Salsa	bumpy	strong	bitty	spicy	strong, spicy
Raita	colourful	strong	creamy	cool	creamy, smooth
Thousand Island	pale	strong	creamy	rich	creamy, smooth

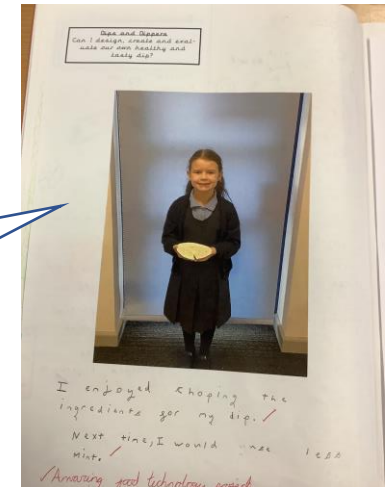
Can I use my senses to evaluate a range of dips?



Can I sort foods into different food groups?

Can I understand the hygiene required when making food?

Can I design, create and evaluate my own healthy and tasty dip.



Year 2 – Spring

Evaluating Bunting

Can I evaluate different bunting designs?

Evaluate each bunting design. Write down what you like about the bunting, how it could be improved and give it a mark out of 10. Remember to think about whether it would be good for helping to teach young children to count and learn about numbers.

Bunting design	What do you like?	What would you improve?	Mark out of 10
	I like the patterns.	I would improve the colors.	10 ✓
	I like the images.	I would improve the colors and the numbers.	6 ✓
	I like the colors.	I would improve the images.	9 ✓
	I like that it helps you to learn.	I would make it more colorful.	4 ✓

Can I evaluate different bunting designs?

Bunting Ideas

Can you design a bunting flag?

Draw some of your ideas onto the flags.

10 pennants

20 pennants

30 pennants

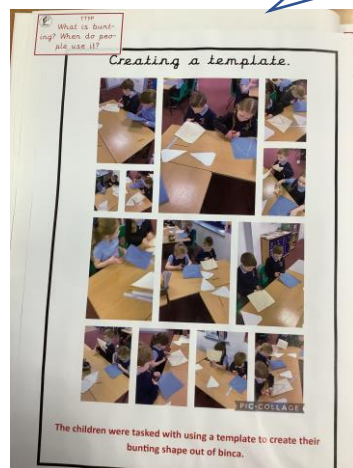
Can I design a bunting flag?

Can I create a bunting template?



Can I use a running stitch?

Can I evaluate my bunting?



Evaluating My Fabric Bunting

Can you evaluate your bunting?

Remember to think about how well your design has met the design criteria.

Two things I did really well:

1. My bunting is simple and easy to make.
2. My bunting is different and easy to make.

Design Criteria:

- Help young children learn how to count and understand numbers.
- Be colorful.
- Be neat and clear.

One thing I would improve:

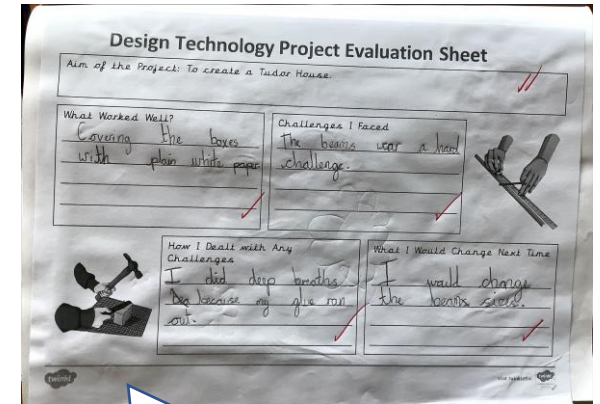
We could improve our bunting by using different colors.

A photograph of my finished bunting.

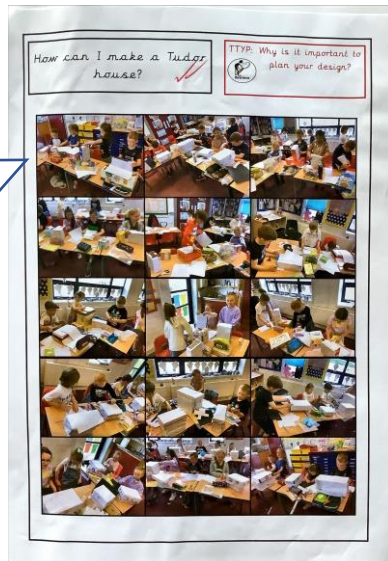
Year 2 – Summer



What are the features of Tudor Houses?



Can I evaluate my finished product?



How can I make a Tudor house?

How can we plan our designs?

Can I make a Tudor house?



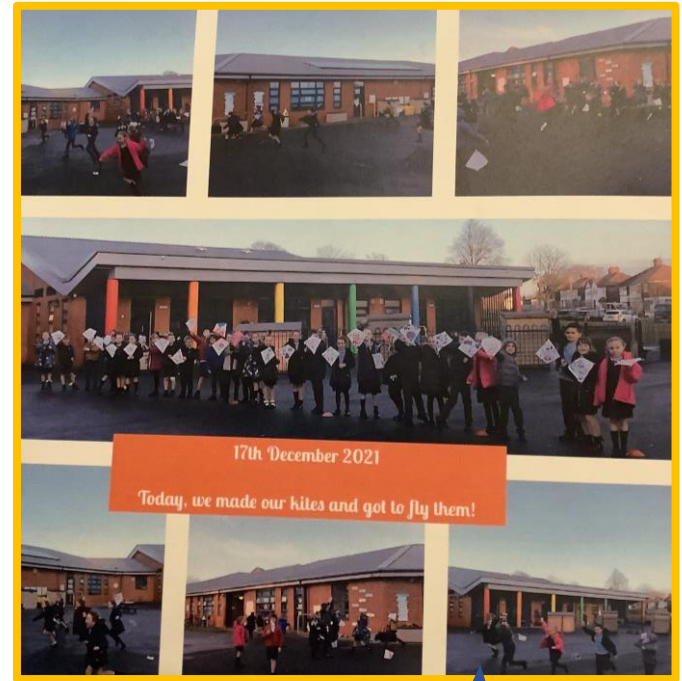
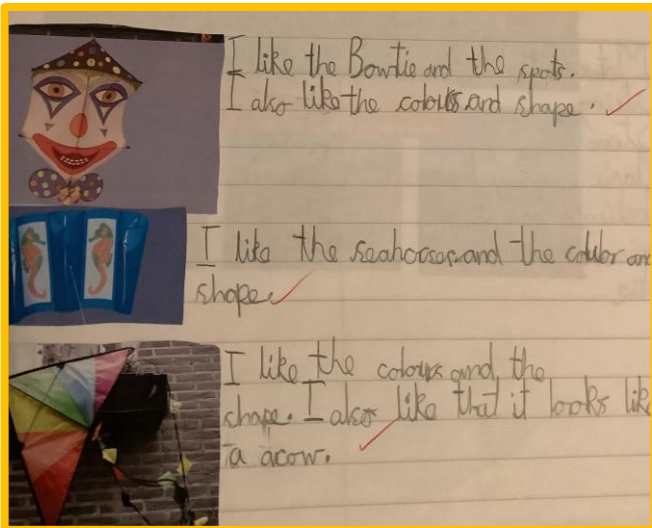
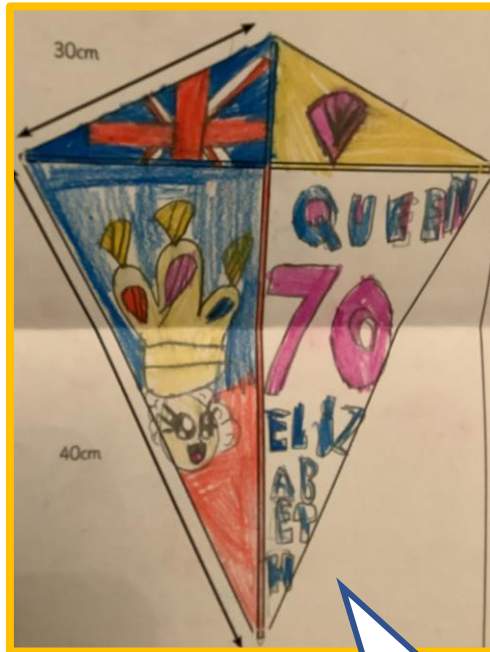
Year 3

Year 3	Autumn	Spring	Summer
Theme	Let's Go Fly a Kite (Materials/Construction)	Juggling Balls (Textiles/Materials)	Edible Garden (Food)
Key Stage 2 End Points	<p>Cut materials accurately. Measure to the nearest millimetre.</p> <p>Choose suitable techniques to construct products to repair items.</p> <p>Strengthen materials using suitable techniques.</p> <p>Design products</p> <p>Make products</p> <p>Identify designers</p> <p>Improve upon existing designs</p>	<p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material</p> <p>Understand the need for a seam allowance.</p> <p>Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Explore and evaluate a range of existing products.</p>	<p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Design products with purpose</p> <p>Make products by working efficiently.</p> <p>Improve upon existing designs, giving reasons for choices.</p>
Knowledge	<p>Measure and cut the body of the kite</p> <p>Join the kite to a structure.</p> <p>Strengthen a frame structure to support the kite.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing</p>	<p>Perform skills of cutting, shaping and hemming a juggling ball.</p> <p>Cut around a template and use a running stitch to create a hem.</p> <p>Use a functional technique to carefully decorate my fabric.</p> <p>Perform tie-dye as a technique for decorating my fabric.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Design, make and evaluate a product. Prepare and create a strawberry smoothie.</p>

Year 3 - Autumn

Let's go fly a kite

We
evaluated existing
kite designs.



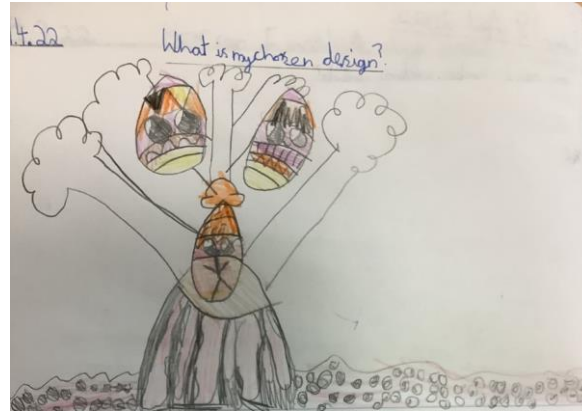
We made and
tested our
kites!

We designed our
own kite for The
Queen's Jubilee.

Year 3 - Spring

Juggling Balls

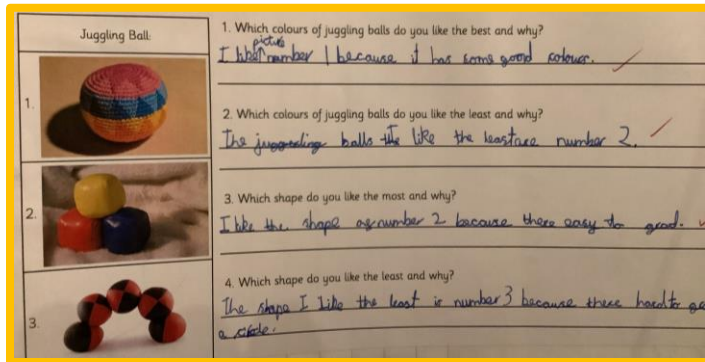
We evaluated
existing
juggling ball
designs.



We
created
our own
designs.



We filled old socks
with rice and then
sewed them. We
then were able to
have a go at juggling!



Year 3 - Summer Edible Garden

The children made, tasted and evaluated delicious fruit smoothies, bruschetta and tomato pasta.



We practised our
chopping skills.



Year 4

Year 4	Autumn	Spring	Summer
Theme	Making Mini Greenhouses Mechanism/Structure	American Food (Food)	Battery Operated Lights (Electricity)
Key Stage 2 End Points	<p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Measure and mark out to the nearest millimetre.</p> <p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product.</p> <p>Design with purpose by identifying opportunities to design.</p> <p>Make products by working efficiently</p> <p>Disassemble products to understand how they work.</p> <p>Identify some of the great designers in all of the areas of study</p> <p>Improve upon existing designs, giving reasons for choices.</p>	<p>Follow a recipe.</p> <p>Assemble or cook ingredients controlling the temperature of the oven or hob, if cooking</p> <p>Refine work and techniques as work progresses.</p> <p>Use software to design and represent product designs.</p> <p>Improve upon existing designs, giving reasons for choices.</p>	<p>Create series circuits</p> <p>Create series and parallel circuits</p> <p>Refine work as work progresses</p> <p>Use software to design product design</p> <p>Explore and evaluate a range of existing products.</p>

Year 4 - Autumn



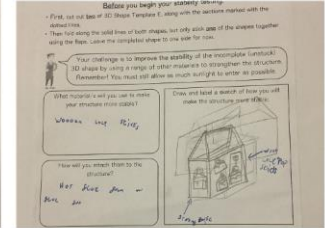
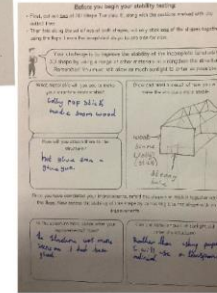
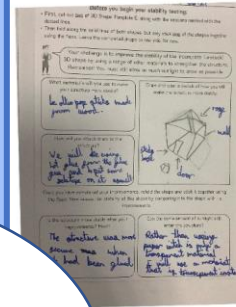
YEAR 4
MAKING MINI
GREENHOUSES
- MAKING -



PIC•COLLAGE

Evaluating our
Greenhouse
designs. The
children focused on
structure, materials
and suitability for
function.

YEAR 4 MAKING MINI GREENHOUSES - DESIGN -



Think carefully at each of the evaluative questions below.
If you are not sure of an answer, discuss it with a partner first and use their opinions to help you.

Does it meet the design criteria? How? Yes it meets the criteria by having transparent material that keeps the temperature stable. It is a hoth shaped structure.	Is it a stable structure? How? Because one of some of the lolly pop sticks are attached at an angle. The structure is strong that makes it be stable and it.
Do you think it will let enough sunlight in? Why? I think enough sunlight will come in because it is transparent.	Are the joins between the materials secure and airtight? How? The materials are joined together, there are no gaps except for one in the top, which will allow air in.
Have appropriate materials been used? Why? The lolly pop sticks are one of strong because they are wooden and the cling film is transparent so they are good together.	Can the plants inside be easily accessed for watering? How? I have left a purpose built access point at the base. The greenhouse can be lifted for water the plants.
Can the greenhouse be ventilated if needed? How? The plants can only be ventilated by lifting it up.	Is the structure an appropriate size and shape? Why? The structure is appropriate for a greenhouse and it is big for 1 or 2 plants.
How could you improve your design? My improvement is to secure the sticks so they are secure.	



DT - GREENHOUSE MAKING AUTUMN 2021

PIC•COLLAGE

Year 4 - Spring



The children enjoyed taste-testing a variety of Tex-Mex food after studying the Mexican influence on the southern states of America.

We mixed the batter thoroughly and combined wet and dry ingredients.

The children made, tasted and evaluated an American staple, Corn Bread.



TEX-MEX TASTE TESTING

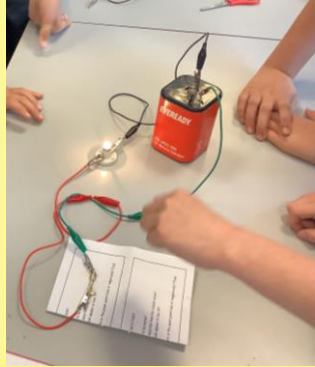


DESIGN TECHNOLOGY 2022

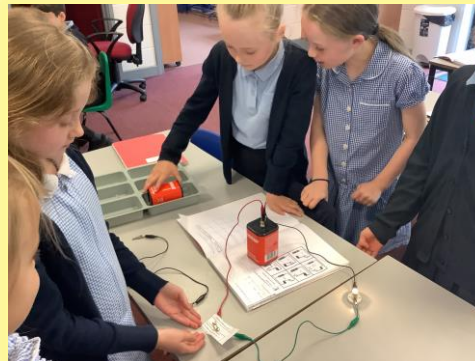
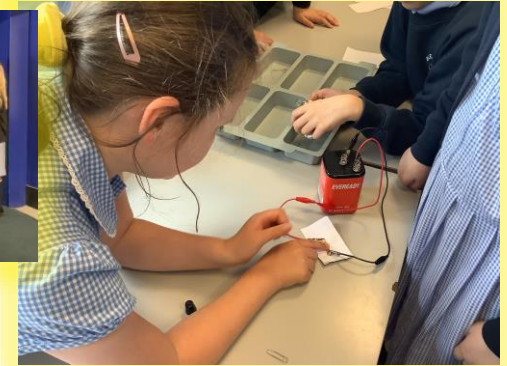


PIC•COLLAGE

Year 4 - Summer



Year 4 Battery Operated Lights Summer 3A

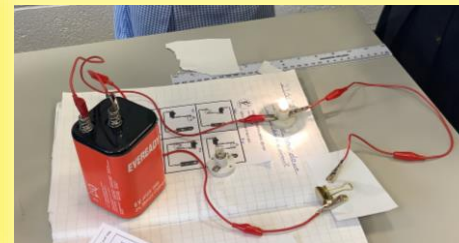


Circuits

Make both of these circuits.
Re-draw the series and parallel circuit using the symbols.

		lamp		
		motor		
		battery		
		switch		
		buzzer		

Switch designing for a purpose.



My Light Evaluation

Who is your light for? Adults

Explain how well your light fits the needs of your target person/group:
As long as the switch or microwave is not going to be knocked it is safe and quick to clean

Where will it be used? The Kitchen

Explain how well your light fits in with the place it will be used.
Yes make sure the switch is designed to be compact and no sharp edges

Does it look nice? (Yes/No) Yes

Explain what you like and what you could improve on:
Colour I could paint it and put it in the kitchen and colour it the same colour as the kitchen

Does it function well? (Yes/No) Yes

Explain what you think functions well and what you could improve on:
Use a stronger material than paper add a spring or glue to secure the spit pin and paperclip

Anything else from your design criteria that you would like to include in your evaluation:

Year 5

Year 5	Autumn	Spring	Summer
Theme	Bread (Food Technology)	Marbulous Structures (Materials)	Felt Phone Cases (Textiles)
Key Stage 2 End Points	<p>Understand the importance of correct storage and handling of ingredients using knowledge of micro-organisms</p> <p>Measure accurately</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Design with the user in mind, motivated by the service a product will offer.</p> <p>Make products through stages of prototypes</p> <p>Combine elements of design from a range of inspirational designers throughout history.</p> <p>Create innovative designs that improve upon existing products.</p>	<p>Cut and join materials with precision and refine the finish with appropriate tools</p> <p>Design with the user in mind.</p> <p>Combine elements of design from of inspirational designers throughout history</p> <p>Create innovative designs</p>	<p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles</p> <p>Use innovative combinations of computing in product designs.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Use prototypes and cross-sectional diagrams to represent designs.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p>

Year 5 - Autumn

Wednesday 15th December

Evaluation of: bread

My Bread Evaluation

- I followed the recipe well when making my bread.
- I think my bread was of a high quality.
- My bread suits the purpose it was designed for.
- My bread tasted delicious.
- I liked the texture of my bread.
- I liked the appearance of my bread.
- There are lots of things I would change if I made my bread again.
- I was able to work safely and hygienically with food.

How many marks out of 10 would you give your bread?

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Design process.

Evaluating and tasting their bread against their design.

Can I design my bread?

My Bread Design

These are the ingredients I will use:

500g strong flour
10g butter
10g salt
10g yeast
300ml warm water

These are the tools I will use:

mixing bowl
sieve
teaspoon
scale
measuring jug

These are the tools I will use:

rolling pin
baking tray
baking paper

What I would like to look like:

What I will use to test my recipe:



Bread Making



Year 5



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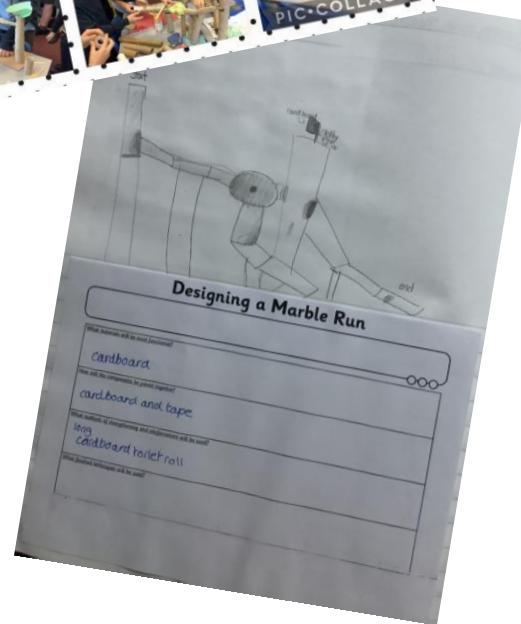
Exploring types of bread already on the market.

Examine a range of different breads and use as many adjectives as you can to describe what they are like.

Type of bread	Taste	Texture	Appearance	Weight	Origin
seeded bread	natural	soft	fluffy	light	
plain	plain	fluffy	spotty	light	
bagel	salty	chewy	fluffy	heavy	
bagel	cheese and onion	chewy	fluffy	heavy	
naan	strong	chewy	fluffy	heavy	

Bread Making

Year 5 - Spring



Final Evaluations

During this unit we learned how to...
create a freestanding structure

We worked as a team by...
If one person held the run others would stick things on and helping.

We were really pleased with...
The outcome, because it looks like a water slide and works very well.

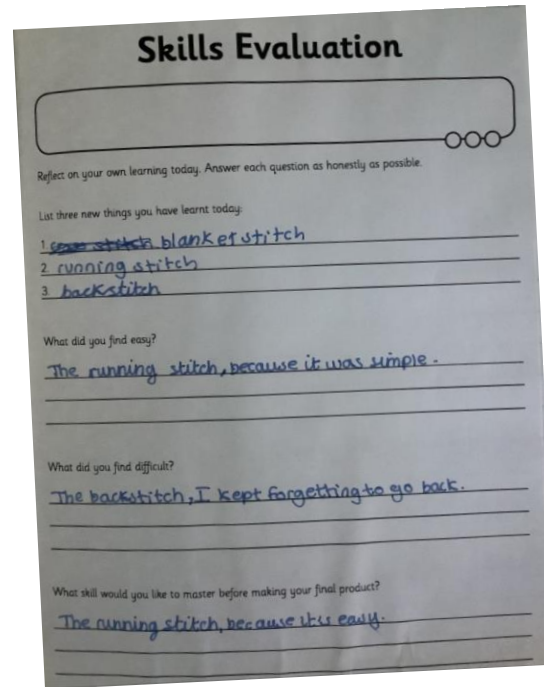
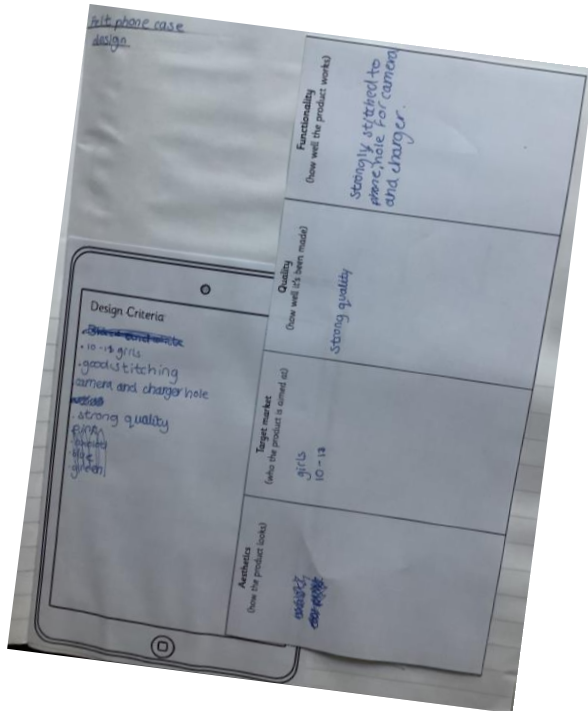
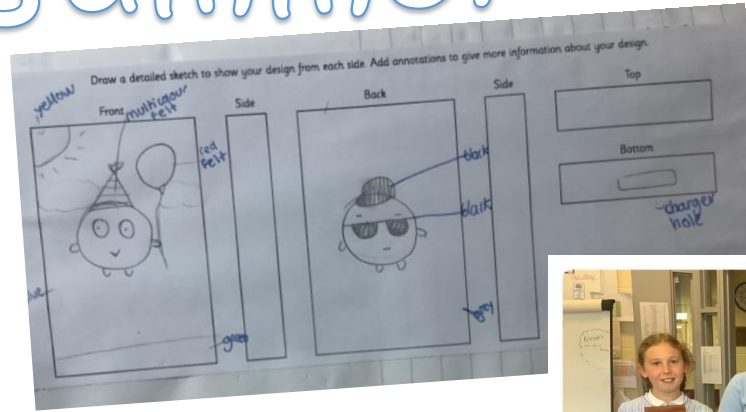
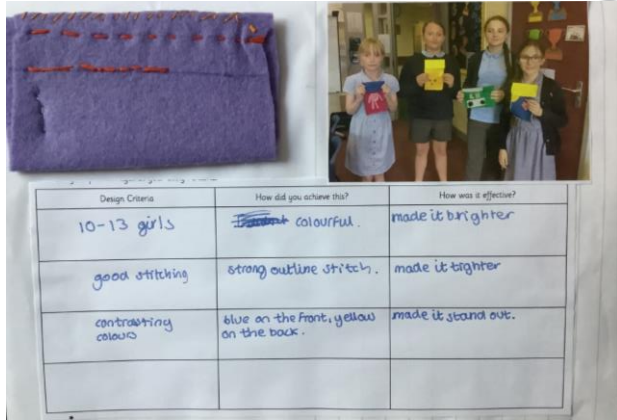
We had some problems like...
There was too much tape so the marble got stuck. The slide went upwards so the marble had to go back down.

We sorted them out by...
Cutting the tape and adjusting the slide.

Next time we would...
Use less tape and make more towers, more decoration.

Year 5 - Summer

Felt Phone Cases



Year 6

Year 6	Autumn	Spring	Summer
Theme	Building Bridges (Mechanics)	Global Food (Food Technology)	Fairground Ride (Electricity)
Key Stage 2 End Points	<p>Use innovative combinations of computing and mechanics in product designs.</p> <p>Convert rotary motion to linear using cams. Develop a range of practical skills to create products such as cutting, drilling and screwing, nailing, gluing, filing and sanding.</p> <p>Design with the user in mind, motivated by the service a product will offer rather than simply for profit.</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p>	<p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p>	<p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p> <p>Ensure products have a high-quality finish.</p> <p>Use prototypes to represent designs.</p> <p>Evaluate the design of products</p>

Year 6 - Autumn

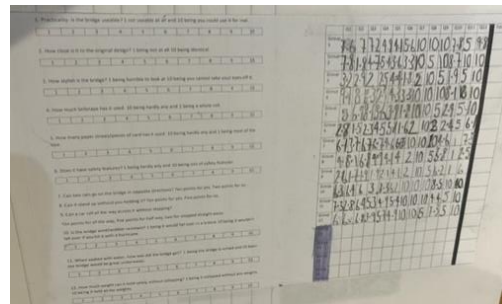
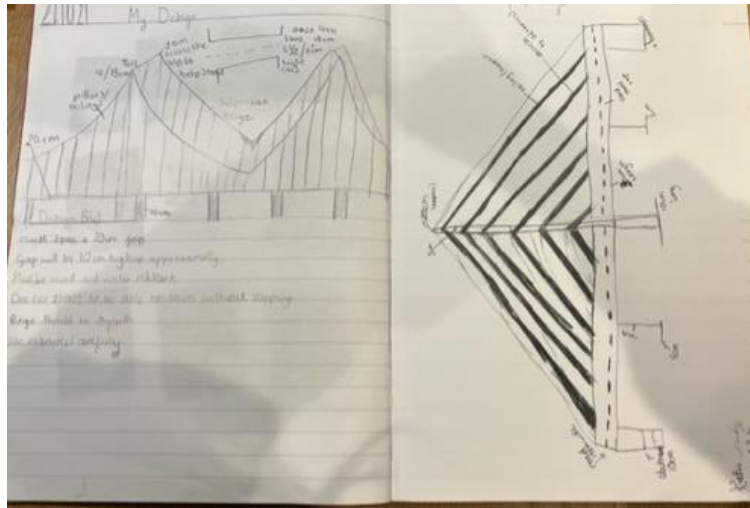
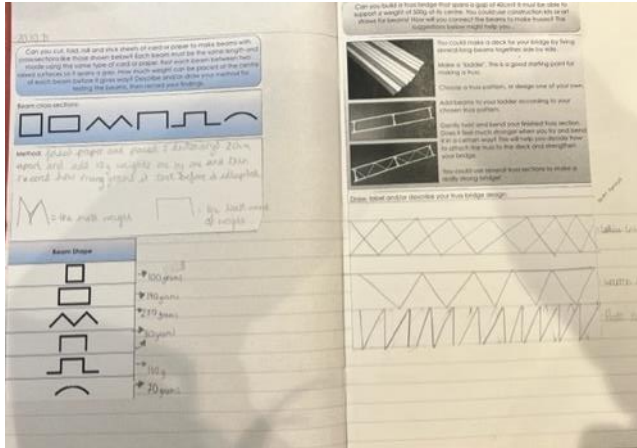
Building Bridges

Inspiration and Components

Making

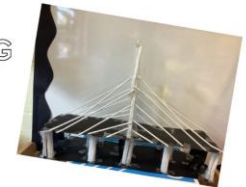
Individual and group designing

Evaluation



YEAR 6 BUILDING BRIDGES

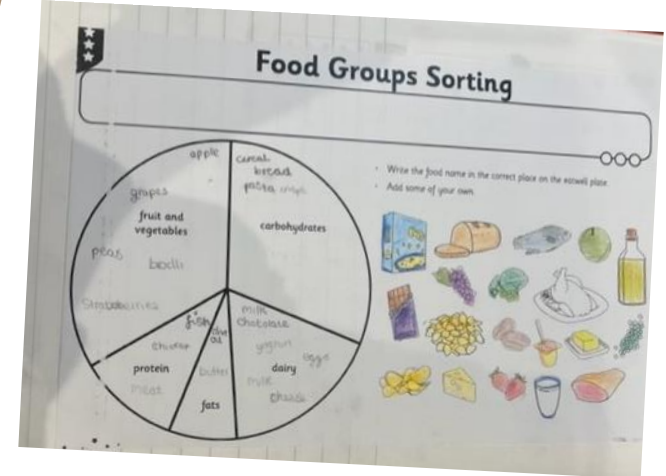
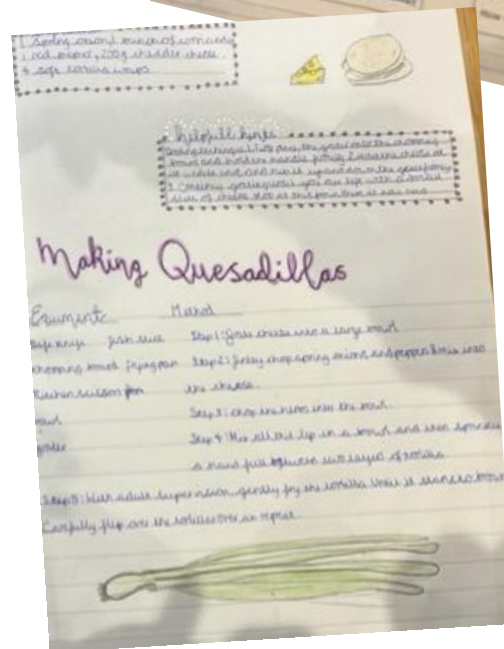
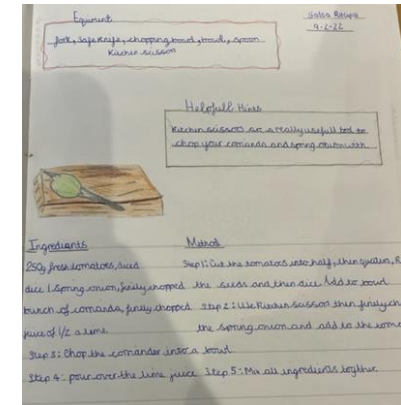
- MAKE -



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Year 6 - Spring

Global Food



Year 6 - Summer

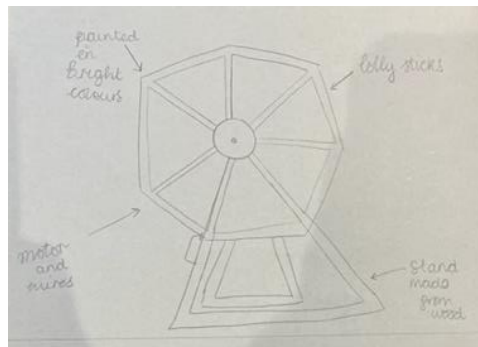
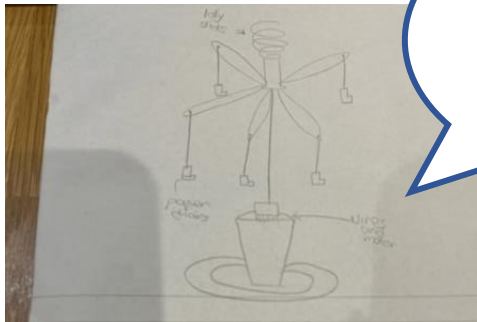
Designing a fairground/ride

Inspiration and ideas



Evaluation – peer discussion using key questions

Individual and group designing



Making



How did you decide which kind of fairground ride you were going to make?



What did you do to find out about how to make fairground rides before you designed your own?



What did you have to think about when you were planning your fairground ride?



How did you make the structure of your fairground ride?



How did you make the mechanism and circuit for your fairground ride?



How did you make the structure of your fairground ride?



What was most and least successful about your finished fairground ride?



What would you change about your fairground ride if you were to make it again?