



COME FLY WITH ME! AFRICA	UNDER THE CANOPY	LIGHTNING SPEED
<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• 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.• To learn some basic cooking skills	<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• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design• 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• 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• Design and make a prototype of a new toy for a tribal child made of natural materials	<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• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design• 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• 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• Design and make a model of a new communications device for the Evil Genius





MECHANISMS – STRUCTURES	MECHANISMS – LEVERS AND LINKAGES 1	MECHANISMS – LEVERS AND LINKAGES 2	MECHANISMS – LEVERS AND LINKAGES 3	TEXTILES
<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• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• Design, make and evaluate a siege weapon (trebuchet)	<ul style="list-style-type: none">• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• Construct some of the examples of levers and linkages	<ul style="list-style-type: none">• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Design, make and evaluate a celebration card that includes a mechanical system. The picture must use levers and linkages.	<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• generate, develop, model and communicate their ideas• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• Design, make and evaluate a 'picker-upper' to be sold in the gift shop at the Natural History Museum. It must use a scissor mechanism and it must be made from card and /or lollipop sticks.	<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• 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• investigate and analyse a range of existing products• Design and make an animal soft toy, aimed at toddlers, to be sold in a local zoo souvenir shop.

