

	A1	A2	SP1	SP2	SU1	SU2	Stand Alone lessons
R	<p>During the Early Years Foundation Stage (EYFS), children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. The Early Years outcomes for Design Technology are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Physical Development • Understanding the World • Expressive Arts and Design 						
1	<p>Textiles: Puppets</p> <p>To join fabrics together using different methods</p> <p>To use a template to draw my design</p> <p>To join two fabrics together accurately</p> <p>To embellish my design using joining methods</p>	<p>Mechanisms: Making a moving story book</p> <p>To explore making mechanisms</p> <p>To design a moving story book</p> <p>To construct a moving picture</p> <p>To evaluate my finished product</p>		<p>Structures: Constructing a windmill</p> <p>To include individual preferences and requirements in my design</p> <p>To make a stable structure</p> <p>To assemble the components of my structure</p> <p>To evaluate my project and adapt my design</p>	<p>Food: Fruit & Vegetables</p> <p>To identify if food is a fruit or vegetable</p> <p>To identify where plants grow and which parts we eat</p> <p>To taste and compare fruits and vegetables</p> <p>To make a fruit and vegetable smoothie</p>	<p>Mechanisms: Wheels and axles</p> <p>To understand how wheels move</p> <p>To identify what stops wheels from turning</p> <p>To design a moving vehicle</p> <p>To build a moving vehicle</p>	
	<p>Knowledge</p> <p>To know that 'joining technique' means connecting two pieces of material together.</p>	<p>Knowledge</p> <p>To know that a mechanism is the parts of an object that move together.</p>		<p>Knowledge</p> <p>To understand that the shape of materials can be changed to improve the strength and</p>	<p>Knowledge</p> <p>To understand the difference between fruits and vegetables.</p>	<p>Knowledge</p> <p>To know that wheels need to be round to rotate and move.</p> <p>To understand that for a wheel to move</p>	

<p>To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p> <p>To know that drawing a design idea is useful to see how an idea will look.</p>	<p>To know that a slider mechanism moves an object from side to side.</p> <p>To know that a slider mechanism has a slider, slots, guides and an object.</p> <p>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</p>			<p>stiffness of structures.</p> <p>To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</p> <p>To understand that axles are used in structures and mechanisms to make parts turn in a circle.</p> <p>To begin to understand that different structures are used for different purposes.</p> <p>To know that a structure is something that has been made and put together.</p>	<p>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>To know that a fruit has seeds and a vegetable does not.</p> <p>To know that fruits grow on trees or vines.</p> <p>To know that vegetables can grow either above or below ground.</p> <p>To know that vegetables can come from different parts of the plant.</p>	<p>it must be attached to a rotating axle.</p> <p>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</p> <p>To know that the frame of a vehicle (chassis) needs to be balanced.</p> <p>To know some real-life items that use wheels.</p>	
<p>Skills</p> <p>Using a template to create a design for a puppet.</p>	<p>Skills</p> <p>Explaining how to adapt mechanisms, using bridges or</p>			<p>Skills</p> <p>Learning the importance of a clear design criteria.</p>	<p>Skills</p> <p>Designing smoothie carton packaging by-hand or on ICT software.</p>	<p>Skills</p> <p>Designing a vehicle that includes wheels, axles and axle holders, which will</p>	

	<p>Cutting fabric neatly with scissors.</p> <p>Using joining methods to decorate a puppet.</p> <p>Sequencing steps for construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p>	<p>guides to control the movement.</p> <p>Designing a moving story book for a given audience.</p> <p>Following a design to create moving models that use levers and sliders.</p> <p>Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.</p> <p>Reviewing the success of a product by testing it with its intended audience.</p>		<p>Including individual preferences and requirements in a design.</p> <p>Making stable structures from card, tape and glue.</p> <p>Learning how to turn 2D nets into 3D structures.</p> <p>Following instructions to cut and assemble the supporting structure of a windmill.</p> <p>Making functioning turbines and axles which are assembled into a main supporting structure.</p>	<p>Chopping fruit and vegetables safely to make a smoothie.</p> <p>Identifying if a food is a fruit or a vegetable.</p> <p>Learning where and how fruits and vegetables grow.</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p>	<p>allow the wheels to move.</p> <p>Creating clearly labelled drawings that illustrate movement.</p> <p>Adapting mechanisms.</p> <p>Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</p>	
2	<p>Mechanisms: Moving monsters</p> <p>To look at objects and understand how they move</p> <p>To look at objects and understand how they move</p>		<p>Structures: Baby Bear's chair</p> <p>To explore the concept and features of structures and the stability of different shapes</p> <p>To understand that the shape of the</p>	<p>Food: A balanced diet</p> <p>To know what makes a balanced diet</p> <p>To taste test food combinations</p> <p>To design a healthy wrap</p>	<p>Mechanisms: Fairground wheel</p> <p>To explore wheel mechanisms and design a Ferris wheel</p> <p>To select appropriate materials</p>	<p>Textiles: Pouches</p> <p>To sew a running stitch</p> <p>To join fabrics using a running stitch</p> <p>To decorate a punch using fabric glue or stitching</p>	

	<p>To explore different design options</p> <p>To make a moving monster</p>		<p>structure affects its strength</p> <p>To make a structure according to a design criteria</p> <p>To produce a finished structure and evaluate its strength, stiffness and stability</p>	<p>To make a healthy wrap</p>	<p>To build and test a moving wheel</p> <p>To make and evaluate a structure with a rotating wheel</p>		
	<p>Knowledge</p> <p>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</p> <p>To know that there is always an input and an output in a mechanism.</p> <p>To know that an input is the energy that is used to start something working.</p> <p>To know that an output is the movement that happens as a result of the input.</p>		<p>Knowledge</p> <p>To know that shapes and structures with wide, flat bases or legs are the most stable.</p> <p>To understand that the shape of a structure affects its strength.</p> <p>To know that materials can be manipulated to improve strength and stiffness.</p> <p>To know that a structure is something which has been formed or made from parts.</p>	<p>Knowledge</p> <p>To know that 'diet' means the food and drink that a person or animal usually eats.</p> <p>To understand what makes a balanced diet.</p> <p>To know where to find the nutritional information on packaging.</p> <p>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</p>	<p>Knowledge</p> <p>To know that different materials have different properties and are therefore suitable for different uses.</p> <p>To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder.</p> <p>To know that it is important to test my design as I go along so that I can solve any problems that may occur.</p>	<p>Knowledge</p> <p>To know that sewing is a method of joining fabric.</p> <p>To know that different stitches can be used when sewing.</p> <p>To understand the importance of tying a knot after sewing the final stitch.</p> <p>To know that a thimble can be used to protect my fingers when sewing.</p>	

<p>To know that a lever is something that turns on a pivot.</p> <p>To know that a linkage mechanism is made up of a series of levers</p>			<p>To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</p> <p>To know that a 'strong' structure is one which does not break easily.</p> <p>To know that a 'stiff' structure or material is one which does not bend easily.</p>	<p>To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</p> <p>To know that nutrients are substances in food that all living things need to make energy, grow and develop.</p> <p>To know that 'ingredients' means the items in a mixture or recipe.</p> <p>To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.</p> <p>To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.</p>			
	Skills		Skills	Skills	Skills	Skills	
			Generating and communicating	Designing a healthy wrap based on a	Selecting a suitable linkage system to	Designing a pouch.	

	<p>Creating a design criteria for a moving monster as a class. Designing a moving monster for a specific audience in accordance with a design criteria. Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly. Evaluating own designs against design criteria. Using peer feedback to modify a final design.</p>		<p>ideas using sketching and modelling.</p> <p>Learning about different types of structures, found in the natural world and in everyday objects.</p> <p>Making a structure according to design criteria.</p> <p>Creating joints and structures from paper/card and tape.</p> <p>Building a strong and stiff structure by folding paper.</p> <p>Exploring the features of structures.</p> <p>Comparing the stability of different shapes.</p> <p>Testing the strength of their own structures.</p> <p>Identifying the weakest part of a structure.</p>	<p>food combination which works well together.</p> <p>Slicing food safely using the bridge or claw grip.</p> <p>Constructing a wrap that meets a design brief.</p> <p>Describing the taste, texture and smell of fruit and vegetables.</p> <p>Taste testing food combinations and final products.</p> <p>Describing the information that should be included on a label.</p> <p>Evaluating which grip was most effective.</p>	<p>produce the desired motions.</p> <p>Designing a wheel.</p> <p>Selecting appropriate materials based on their properties.</p> <p>Selecting materials according to their characteristics.</p> <p>Following a design brief.</p> <p>Evaluating different designs.</p> <p>Testing and adapting a design.</p>	<p>Selecting and cutting fabrics for sewing.</p> <p>Decorating a pouch using fabric glue or running stitch.</p> <p>Threading a needle.</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</p> <p>Neatly pinning and cutting fabric using a template.</p> <p>Troubleshooting scenarios posed by teacher.</p> <p>Evaluating the quality of the stitching on others' work.</p> <p>Discussing as a class, the success of their stitching against the success criteria.</p> <p>Identifying aspects of their peers' work that they particularly like and why.</p>	
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			Evaluating the strength, stiffness and stability of their own structure.			
3	<p>Food: Seasonally</p> <p>To know that climate affects food growth</p> <p>To understand the advantages of eating seasonal foods grown in the UK</p> <p>To create a recipe that is healthy and nutritious using seasonal vegetables</p> <p>To safely follow a recipe when cooking</p>	<p>Structures: Constructing a castle</p> <p>To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure</p> <p>To design a castle</p> <p>To construct 3D nets</p> <p>To construct and evaluate my final product</p>	<p>Digital World: Electronic charm</p> <p>To understand the impact of the digital revolution in the world of (D&T) product design</p> <p>To write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm</p> <p>To create and decorate a foam pouch for the eCharm, using a template</p> <p>TO design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product</p>	<p>Cross stitch & applique</p> <p>Exploring pneumatics</p> <p>Designing a pneumatic toy</p>		
	<p>Knowledge</p> <p>To know that not all fruits and vegetables can be grown in the UK.</p> <p>To know that climate affects food growth.</p> <p>To know that vegetables and fruit grow in certain seasons.</p> <p>To know that cooking instructions are known as a 'recipe'.</p>	<p>Knowledge</p> <p>To understand that wide and flat based objects are more stable.</p> <p>To understand the importance of strength and stiffness in structures.</p> <p>To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose.</p> <p>To know that a façade is the front of a structure.</p>	<p>Knowledge</p> <p>To understand that in programming a 'loop' is code that repeats something again and again until stopped.</p> <p>To know that a Micro:bit is a pocket-sized, codeable computer.</p> <p>Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</p>			

	To know that imported food is food that has been brought into the country.	To understand that a castle needed to be strong and stable to withstand enemy attack.		
	<p style="text-align: center;">Skills</p> <p>Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</p> <p>Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.</p> <p>Following the instructions within a recipe. Establishing and using design criteria to help test and review dishes.</p> <p>Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</p> <p>Suggesting points for improvement when making a seasonal tart.</p>	<p style="text-align: center;">Skills</p> <p>Designing a castle with key features to appeal to a specific person/purpose.</p> <p>Drawing and labelling a castle design using 2D shapes.</p> <p>Designing and/or decorating a castle tower on CAD software.</p> <p>Constructing a range of 3D geometric shapes using nets.</p> <p>Creating special features for individual designs.</p> <p>Making facades from a range of recycled materials.</p> <p>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</p> <p>Suggesting points for modification of the individual designs.</p>	<p style="text-align: center;">Skills</p> <p>Problem solving by suggesting potential features on a Micro:bit and justifying my ideas.</p> <p>Developing design ideas for a technology pouch.</p> <p>Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</p> <p>Using a template when cutting and assembling the pouch.</p> <p>Following a list of design requirements.</p> <p>Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch.</p> <p>Applying functional features such as using foam to create soft buttons.</p> <p>Analysing and evaluating an existing product.</p> <p>Identifying the key features of a pouch.</p>	
4	Textiles: Fastenings	Mechanical Systems: Making a slingshot car	Electrical Systems: Torches	Following a recipe

	<p>To identify and evaluate different types of fastenings</p> <p>To design a product to meet design criteria</p> <p>To make and test a paper template</p> <p>To assemble a book jacket</p>	<p>To build a car chassis</p> <p>To design a shape that reduces air resistance</p> <p>To make a model based on a chosen design</p> <p>To assemble and test my completed product</p>	<p>To learn about electrical items and how they work</p> <p>To analyse and evaluate electrical products</p> <p>To design a product to fit a set of specific user needs</p> <p>To make and evaluate a torch</p>	
	<p>Knowledge</p> <p>To know that a fastening is something that holds two pieces of material together.</p> <p>To know that different fastening types are useful for different purposes.</p> <p>To know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions.</p>	<p>Knowledge</p> <p>To understand that all moving things have kinetic energy.</p> <p>To understand that kinetic energy is the energy that something (object/person) has by being in motion.</p> <p>To know that air resistance is the level of drag on an object as it is forced through the air.</p> <p>To understand that the shape of a moving object will affect how it moves due to air resistance.</p>	<p>Knowledge</p> <p>To understand that electrical conductors are materials which electricity can pass through.</p> <p>To understand that electrical insulators are materials which electricity cannot pass through.</p> <p>To know that a battery contains stored electricity that can be used to power products.</p> <p>To know that an electrical circuit must be complete for electricity to flow.</p> <p>To know that a switch can be used to complete and break an electrical circuit.</p>	
	<p>Skills</p> <p>Writing design criteria for a product, articulating decisions made.</p> <p>Designing a personalised book sleeve.</p>	<p>Skills</p> <p>Designing a shape that reduces air resistance.</p> <p>Drawing a net to create a structure from.</p> <p>Choosing shapes that increase or decrease speed as a result of air resistance.</p>	<p>Skills</p> <p>Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.</p> <p>Making a torch with a working electrical circuit and switch.</p>	

	<p>Making and testing a paper template with accuracy and in keeping with the design criteria.</p> <p>Measuring, marking and cutting fabric using a paper template.</p> <p>Selecting a stitch style to join fabric.</p> <p>Sewing neatly using small regular stitches.</p> <p>Incorporating a fastening to a design.</p> <p>Testing and evaluating an end product against the original design criteria.</p>	<p>Personalising a design.</p> <p>Measuring, marking, cutting and assembling with increasing accuracy.</p> <p>Making a model based on a chosen design.</p> <p>Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</p>	<p>Using appropriate equipment to cut and attach materials.</p> <p>Assembling a torch according to the design and success criteria.</p> <p>Evaluating electrical products.</p> <p>Testing and evaluating the success of a final product.</p>	
5	<p>Electrical Systems: Doodlers</p> <p>To understand how motors are used in electrical products</p> <p>To investigate an existing product to determine the factors that affect the products form and function</p> <p>To put findings from research into practice to develop an improved product</p> <p>To develop a DIY kit for another individual to assemble their product</p>	<p>Mechanical Systems: Pop-up book</p> <p>To design a pop-up book</p> <p>To follow my design brief to make my pop-up book</p> <p>To use layers and spacers to cover the working of mechanisms</p> <p>To create a high quality product suitable for a target user</p>	<p>Food: What could be healthier?</p> <p>To understand where food comes from</p> <p>To understand the term 'healthy'</p> <p>To adapt a traditional recipe</p> <p>To complete a food product</p>	
	<p>Knowledge</p> <p>To know that, in a series circuit, electricity only flows in one direction.</p> <p>To know when there is a break in a series circuit, all components turn off.</p>	<p>Knowledge</p> <p>To know that mechanisms control movement.</p> <p>To understand that mechanisms can be used to change one kind of motion into another.</p>	<p>Knowledge</p> <p>To understand where meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</p>	

	<p>To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</p> <p>To know a motorised product is one which uses a motor to function.</p>	<p>To understand how to use sliders, pivots and folds to create paper-based mechanisms.</p> <p>To know that a design brief is a description of what I am going to design and make.</p> <p>To know that designers often want to hide mechanisms to make a product more aesthetically pleasing</p>	<p>To know that I can adapt a recipe to make it healthier by substituting ingredients.</p> <p>To know that I can use a nutritional calculator to see how healthy a food option is.</p> <p>To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</p>	
	<p style="text-align: center;">Skills</p> <p>Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product.</p> <p>Developing design criteria based on findings from investigating existing products.</p> <p>Developing design criteria that clarifies the target user.</p> <p>Altering a product's form and function by tinkering with its configuration.</p> <p>Making a functional series circuit, incorporating a motor.</p> <p>Constructing a product with consideration for the design criteria.</p>	<p style="text-align: center;">Skills</p> <p>Designing a pop-up book which uses a mixture of structures and mechanisms.</p> <p>Naming each mechanism, input and output accurately.</p> <p>Storyboarding ideas for a book.</p> <p>Following a design brief to make a pop up book, neatly and with focus on accuracy.</p> <p>Making mechanisms and/or structures using sliders, pivots and folds to produce movement.</p> <p>Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</p> <p>Evaluating the work of others and receiving feedback on own work.</p>	<p style="text-align: center;">Skills</p> <p>Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</p> <p>Writing an amended method for a recipe to incorporate the relevant changes to ingredients.</p> <p>Designing appealing packaging to reflect a recipe.</p> <p>Cutting and preparing recipes safely.</p> <p>Using equipment safely, including knives, hot pans and hobs.</p> <p>Knowing how to avoid cross-contamination.</p> <p>Following a step-by-step method carefully to make a recipe.</p>	

	<p>Breaking down the construction process into steps so that others can make the product.</p> <p>Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.</p> <p>Determining which parts of a product affect its function and which parts affect its form.</p> <p>Analysing whether changes in configuration positively or negatively affect an existing product.</p> <p>Peer evaluating a set of instructions to build a product.</p>	<p>Suggesting points for improvement.</p>	<p>Identifying the nutritional differences between different products and recipes.</p> <p>Identifying and describing healthy benefits of food groups.</p>	
6	<p>Structures: Playgrounds</p> <p>To design a playground with a variety of structures</p> <p>To build a range of structures</p> <p>To create the surrounding landscape</p>	<p>Textiles: Waistcoats</p> <p>To design a waistcoat</p> <p>To mark and cut fabric according to a design</p> <p>To assemble a waistcoat</p> <p>To decorate your waistcoat</p>	<p>Digital World: Navigating the World</p> <p>To write a design brief and criteria based on a client request.</p> <p>To write a program to include multiple functions as part of a navigation device.</p> <p>To develop a sustainable product concept.</p> <p>To develop 3D CAD skills to produce a virtual model.</p> <p>To present a pitch to 'sell' the product to a specified client.</p>	
	<p>Knowledge</p> <p>To know that structures can be strengthened by manipulating materials and shapes.</p>	<p>Knowledge</p> <p>To understand that it is important to design clothing with the client/target customer in mind.</p>	<p>Knowledge</p> <p>To know that accelerometers can detect movement.</p>	

	<p>To understand what a 'footprint plan' is.</p> <p>To understand that in the real world, design can impact users in positive and negative ways.</p> <p>To know that a prototype is a cheap model to test a design idea.</p>	<p>To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</p> <p>To understand the importance of consistently sized stitches.</p>	<p>To understand that sensors can be useful in products as they mean the product can function without human input.</p> <p>To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.</p> <p>To know that 'multifunctional' means an object or product has more than one function.</p> <p>To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.</p>	
	<p style="text-align: center;">Skills</p> <p>Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.</p> <p>Considering effective and ineffective designs.</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measuring, marking and cutting wood to create a range of structures.</p> <p>Using a range of materials to reinforce and add decoration to structures.</p> <p>Improving a design plan based on peer evaluation.</p> <p>Testing and adapting a design to improve it as it is developed.</p>	<p style="text-align: center;">Skills</p> <p>Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.</p> <p>Annotating designs.</p> <p>Using a template when pinning panels onto fabric.</p> <p>Marking and cutting fabric accurately, in accordance with a design.</p> <p>Sewing a strong running stitch, making small, neat stitches and following the edge.</p> <p>Tying strong knots.</p> <p>Decorating a waistcoat – attaching objects using thread and adding a secure fastening.</p> <p>Learning different decorative stitches.</p>	<p style="text-align: center;">Skills</p> <p>Writing a design brief from information submitted by a client.</p> <p>Developing design criteria to fulfil the client's request.</p> <p>Developing a product idea through annotated sketches.</p> <p>Placing and manoeuvring 3D objects, using CAD.</p> <p>Changing the properties of, or combine one or more 3D objects, using CAD.</p> <p>Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).</p>	

	<p>Identifying what makes a successful structure.</p>	<p>Sewing accurately with even regularity of stitches.</p> <p>Evaluating work continually as it is created.</p>	<p>Explaining material choices and why they were chosen as part of a product concept.</p> <p>Programming an N,E, S,W cardinal compass.</p> <p>Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.</p> <p>Developing an awareness of sustainable design.</p> <p>Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.</p> <p>Demonstrating a functional program as part of a product concept.</p>	
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Please refer to the relevant unit on the Kapow website for further information on planning & assessments.