

Design and Technology: Skills and Knowledge Progression 2026/27

Birch Hill Primary School and Nursery | based on Kapow Primary

How to read this: each year group shows the D&T units it is taught in 2026/27 (from the Birch Hill DT Coverage map), the Whole School Topic Big Question for that half-term, and the design, make and evaluate skills and the knowledge for the unit's strand. Mixed-age classes use the expectations for the upper year group (Year 1 & 2 use Year 2; Year 5 & 6 use Year 6).

National curriculum end of key stage statements

End of Key Stage 1 (EYFS to Year 2)	End of Key Stage 2 (Year 3 to Year 6)
<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms in their products. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<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 understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) apply their understanding of computing to program, monitor and control their products. understand and apply the principles of a healthy and varied diet 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.

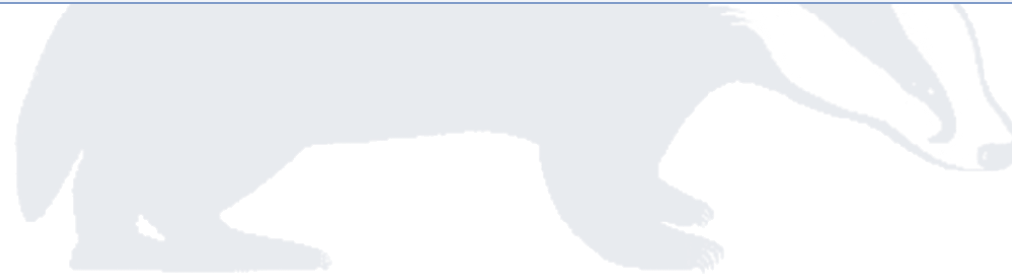
* Skills and knowledge statements are taken from Kapow Primary, Design and technology progression of skills and knowledge. The Kapow progression has no statements for EYFS or for the Digital world strand in this map. National curriculum statements are from the national curriculum in England: design and technology programmes of study.

Sources: Birch Hill DT Coverage across year groups (2026/27); Birch Hill Whole School Curriculum Topics (2026/27); Kapow Primary. Kapow material © Kapow Primary; Kapow asks that it is shared within the school community and uploaded to the school website only if password protected.

Reception 3 units • EYFS

Units taught in 2026/27 *

Unit and topic link	Skills *	Knowledge *
Spring 1 • Seasonal / cross-curricular Seasonal projects Topic: What does space look like? Project: Space	No year-group statements in the D&T progression map for Reception. Teach through the EYFS framework (Expressive arts and design; Physical development), building towards the Year 1 expectations.	
Summer 1 • Textiles Bookmarks Topic: How can we travel to places? Project: How vehicles are different around the world.	No year-group statements in the D&T progression map for Reception. Teach through the EYFS framework (Expressive arts and design; Physical development), building towards the Year 1 expectations.	
Summer 2 • Structures Junk modelling Topic: What happens under the soil? Project: Growing	No year-group statements in the D&T progression map for Reception. Teach through the EYFS framework (Expressive arts and design; Physical development), building towards the Year 1 expectations.	



Year 1 & 2 3 units • Year 2 expectations

Units taught in 2026/27

Unit and topic link	Skills *	Knowledge *
<p>Autumn 2 • Mechanisms</p> <p>Moving monsters</p> <p>Topic: Should we remember Florence?</p> <p>Subject focus: History</p> <p>Year 2 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> • Conducting simple surveys or discussions to gather opinions on what others need or like in a design. • Knowing that a survey is used to find out what people like. • Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria. • Knowing that a design brief helps to decide what to make. • Knowing that design criteria are the steps for making a product successful. • Creating ideas with design criteria in mind. • Referring to specific parts of existing products when generating ideas. • Knowing that the design criteria help when thinking of ideas. • Using labels to explain parts of a design, label materials, etc. • Knowing that drawings can help explain how something works. • Knowing that a label explains part of a drawing. • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. • Creating ideas with design criteria in mind. • Referring to specific parts of existing products when generating ideas. • Using labels to explain parts of a design, label materials etc, including using ICT. • Integrating moving parts when creating mock-ups. <p>Make</p> <ul style="list-style-type: none"> • Choosing materials, ingredients or components from a wider range of materials, ingredients or components. • Explaining their choices based on the properties of materials and components. • Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc. • Following and recalling simple safety instructions. • Knowing that some tools are sharp like scissors and knives. • Choosing known geometric shapes when making. • Beginning to shape objects to improve how they work. • Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere. • Considering balance in their finishing, like evenly spaced decoration. • 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. • Integrating moving parts when creating mock-ups. • Planning more than one step ahead. • Choosing materials or components from a wider range of materials or components. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> • To know everyday objects have mechanisms. • To know many things that move have parts inside to help them work. • To know mechanisms usually limit unwanted movement. • To know everyday objects utilise wheels and axles. • To know wheels must be able to turn to work effectively. • To know axles allow wheels to turn without falling off. • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers. • Recognising and exploring everyday objects that have mechanisms. • Exploring everyday objects that use levers (e.g scissors, tongs, door handle, stapler). <p>Additional knowledge</p> <ul style="list-style-type: none"> • To know the features of a fairground wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know some real-life objects that contain mechanisms. • To know that different products work in different ways and have parts that make them work. • To know drawings can help explain how something works. • To know many things that move have parts inside to help make them work. • To know some properties of materials, e.g., hard, soft, flexible, waterproof, strong, etc. • To know some pieces of equipment are better suited to certain jobs. • To know some tools are sharp like scissors and knives. • To know following instructions helps with safety. • To know many things that move have parts inside to help them work. • To know mechanisms usually limit unwanted movement. • To know a pivot is the part that a lever moves around.

Unit and topic link	Skills *	Knowledge *
	<ul style="list-style-type: none"> Choosing between pieces of equipment that are used for the same purpose (e.g. joining) and explaining why their choice suits the task. Explaining their choices based on the properties of materials and components. Following and recalling simple safety instructions. <p>Evaluate</p> <ul style="list-style-type: none"> Discussing a range of existing products and saying what they like and dislike about them. Evaluating existing products against design criteria. Evaluating their ideas and creations against simple design criteria. Evaluating own designs against design criteria. Knowing that design criteria help to decide if their product is a success. Using peer feedback to modify a final design. Suggesting improvements to their peers' designs and products. Knowing that improve means to make something better. Knowing that their suggestions can improve someone else's work. Discussing whether they were able to use the tools and techniques effectively. Comparing a range of products and explaining why some better meet different design criteria than others. Evaluating their ideas and creations against simple design criteria. 	
<p>Spring 2 • Structures</p> <p>Design a chair for baby bear.</p> <p>Topic: Where does a plant come from?</p> <p>Subject focus: Science</p> <p>Year 2 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. <p>Make</p> <ul style="list-style-type: none"> Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. <p>Evaluate</p> <ul style="list-style-type: none"> Testing the strength of own structure. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily To know that a 'stiff' structure or material is one which does not bend easily. <p>Additional knowledge</p> <ul style="list-style-type: none"> N/A

Unit and topic link	Skills *	Knowledge *
<p>Summer 1 • Textiles</p> <p>Pouches</p> <p>(Link to science topic- materials)</p> <p>Topic: What would life be like if flight had never been invented?</p> <p>Subject focus: Geography & History</p> <p><i>Year 2 expectations</i></p>	<p>Design</p> <ul style="list-style-type: none"> Designing a pouch. <p>Make</p> <ul style="list-style-type: none"> Selecting and cutting fabrics for sewing. Decorating a pouch using fabric glue or running stitch. Threading a needle. Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template. <p>Evaluate</p> <ul style="list-style-type: none"> Troubleshooting scenarios posed by teacher. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing.



Year 3 3 units • Year 3 expectations

Units taught in 2026/27

Unit and topic link	Skills *	Knowledge *
<p>Spring 2 • Textiles</p> <p>Reusing materials–Make do and mend. From trash to treasure</p> <p>Sewing, threading, knotting, stitches Design a tote bag from a used pillow case</p> <p>Topic: How can we look after our world? Subject focus: Science (Recycling & Sustainability) Year 3 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Designing and making a template from an existing cushion and applying individual design criteria. <p>Make</p> <ul style="list-style-type: none"> Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars). <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating an end product and thinking of other ways in which to create similar items. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam. To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden.
<p>Summer 1 • Cooking and nutrition</p> <p>Adapting a recipe While considering the cost of ingredients and other expenses against a set budget</p> <p>Food Technology:</p> <p>Topic: What did the Ancient Egyptians leave us? Subject focus: History Year 3 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Describing how climate affects where foods grow. <p>Make</p> <ul style="list-style-type: none"> Identifying seasonal ingredients from the UK. Following the instructions within a recipe. Tasting seasonal ingredients. Peeling foods by hand or with a peeler. Cutting ingredients safely. Choosing ingredients based on a design brief. <p>Evaluate</p> <ul style="list-style-type: none"> Describing the texture and flavour of ingredients. Describing the benefits of seasonal fruits and vegetables and the impact on the environment. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that seasonal means foods that grow in a given season in a given country. To know some seasonal foods that grow in the UK and what season they grow in. To know that eating seasonal foods can have a positive impact on the environment. To know how to describe the flavour and texture of foods. To know how to cut a peel safely. To know that the appearance of food is as important as taste. To know that similar coloured fruits and vegetables often have similar nutritional benefits.
<p>Summer 2 • Mechanisms</p> <p>Create puppet with moving part.</p> <p>Explore how shadows change depending on how near / far an object is to the light source.</p> <p>Topic: What art is on our doorstep? Subject focus: Art & Geography / Local Area Year 3 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Taking part in structured idea blasting sessions. Coming up with more ideas and considering the feasibility of their ideas in the classroom. Developing drawing and sketching skills with a focus on clarity and simplicity. Developing designs by adding detail and justifications about materials, tools, methods. Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas. (eg. sketches, cross-sectional diagram, thumbnail sketches and exploded diagrams). Designing a toy which uses a pneumatic system. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> Beginning to understand how mechanisms work. Recognising pneumatic systems in everyday objects (e.g. car boot, adjustable chair.) To understand how pneumatic systems work. To understand that pneumatic systems can be used as part of a mechanism. To know that pneumatic systems operate by drawing in, releasing and compressing air. <p>Additional knowledge</p> <ul style="list-style-type: none"> To know that a problem or need is something that a designer can help to solve.

Unit and topic link	Skills *	Knowledge *
	<ul style="list-style-type: none"> Developing design criteria from a design brief. Generating ideas using thumbnail sketches and exploded diagrams. Learning that different types of drawings are used in design to explain ideas clearly. <p>Make</p> <ul style="list-style-type: none"> Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage. Suggesting simple safety rules based on their understanding of tool dangers. Participating in discussions about classroom safety procedures. Cutting out more complex shapes accurately. Handle different sizes and types of scissors with confidence. Using PVA glue to join corrugated card and light wood (e.g. balsa wood). Choosing shapes to suit the function of a product. Painting or colouring precisely to improve the finish. Making facades from a range of materials. Sealing edges with tape to cover gaps in joins. Creating a pneumatic system to create a desired motion. Building secure housing for a pneumatic system. Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. Selecting materials due to their functional and aesthetic characteristics. Manipulating materials to create different effects by cutting, creasing, folding and weaving. <p>Evaluate</p> <ul style="list-style-type: none"> Analysing why specific products, designers or inventors are successful. Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements. Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Reflecting on feedback to decide if and how it could be used to improve future iterations. Using the views of others to improve designs. Testing and modifying the outcome, suggesting improvements. Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. 	<ul style="list-style-type: none"> To know that extra information on drawings or diagrams can help the user understand a design or idea. To know that thumbnail sketches are less detailed quick sketches. To know that a cross-sectional diagram shows the inside of a product. To know that an exploded diagram shows how the parts of a product fit together. To know that different pieces of equipment will be used at different stages in a plan. To know that different tools and equipment have different dangers. To know that scissors are useful for cutting out complex shapes. To know that designers and inventors create products. To know that choices of materials and equipment can affect the final product. To know that feedback is ideas and suggestions from other people that can help improve their work. To know that they can choose to use feedback or not. To understand that a mechanical system can allow us to move something more easily. To know that mechanical systems have more than one mechanism that moves to make them work. To know that mechanical systems are often hidden in products to make them look more appealing. To know that pushing air can be used to move a mechanism. To know that pivots can be used to create more movement in the mechanical system. To know that a combination of mechanisms can improve a product. To understand how sketches, drawings and diagrams can be used to communicate design ideas. To know that exploded-diagrams are used to show how different parts of a product fit together. To know that thumbnail sketches are small drawings to get ideas down on paper quickly.

Year 4 3 units • Year 4 expectations

Units taught in 2026/27

Unit and topic link	Skills *	Knowledge *
<p>Spring 1 • Structures</p> <p>Designing and making Roman helmets.</p> <p>Topic: What did the Romans do for us?</p> <p>Subject focus: History</p> <p>Year 4 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. Building frame structures designed to support weight. <p>Make</p> <ul style="list-style-type: none"> Creating a range of different shaped frame structures. Making a variety of free standing frame structures of different shapes and sizes. Selecting appropriate materials to build a strong structure and cladding. Reinforcing corners to strengthen a structure. Creating a design in accordance with a plan. Learning to create different textural effects with materials. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating structures made by the class. Describing what characteristics of a design and construction made it the most effective. Considering effective and ineffective designs. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> To understand what a frame structure is. To know that a 'free-standing' structure is one which can stand on its own. <p>Additional knowledge</p> <ul style="list-style-type: none"> To know that a pavilion is a decorative building or structure for leisure activities. To know that cladding can be applied to structures for different effects. To know that aesthetics are how a product looks. To know that a product's function means its purpose. To understand that the target audience means the person or group of people a product is designed for. To know that architects consider light, shadow and patterns when designing.
<p>Spring 2 • Electrical systems</p> <p>Torches</p> <p>Topic: How does performance enhance my confidence?</p> <p>Subject focus: Music & Performance</p> <p>Year 4 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. <p>Make</p> <ul style="list-style-type: none"> Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating electrical products. Testing and evaluating the success of a final product. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit. <p>Additional knowledge</p> <ul style="list-style-type: none"> To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.

Unit and topic link	Skills *	Knowledge *
<p>Summer 2 • Mechanisms</p> <p>Mechanical Cars</p> <p>Topic: What makes the world Rumble?</p> <p>Subject focus: Geography</p> <p>Year 4 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design. Developing drawing and sketching skills with a focus on clarity and simplicity. Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas (eg. sketches, cross-sectional diagram, thumbnail sketches and exploded diagrams) Creating prototypes using materials with similar properties to their final design. Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Developing designs by adding detail and justifications about materials, tools, methods. <p>Make</p> <ul style="list-style-type: none"> Measuring, marking, cutting and assembling with increasing accuracy. Making a model based on a chosen design. Following detailed safety instructions. Using a ruler as a measuring tool with increasing accuracy by creating spaced marks using millimetres and measuring lengths of objects. Handle different sizes and types of scissors with confidence. With close supervision using a hot glue gun to join wooden materials (e.g. lolly sticks). Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage. Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK). <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Reflecting on feedback to decide if and how it could be used to improve future iterations. Investigating and analysing a range of existing products by looking at their functionality and appeal. Analysing why specific products, designers or inventors are successful. Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements. Evaluating how effective their chosen materials and tools were in fulfilling the design brief. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance. To understand that a mechanical system can allow us to move something more easily. To know that mechanical systems have more than one mechanism that moves to make them work. To know that mechanical systems are often hidden in products to make them look more appealing. <p>Additional knowledge</p> <ul style="list-style-type: none"> To know that aesthetics means how an object or product looks in design and technology. To know that a template is a stencil you can use to help you draw the same shape accurately. To know that a birds-eye view means a view from a high angle (as if a bird in flight). To know that graphics are images which are designed to explain or advertise something. To know that it is important to assess and evaluate design ideas and models against a list of design criteria. To know that extra information on drawings or diagrams can help the user understand a design or idea. To know that an exploded diagram shows how the parts of a product fit together. To know that a prototype is a detailed model that helps a user understand how a product will work. To know that a target audience is a group of people that might like the idea. To know that different tools and equipment have different dangers. To know that a ruler can be used to measure length. To know that a hot glue gun can be used to join materials. To know that better suggestions of improvements mean better feedback. To know that they can choose to use feedback or not. To know that some products are more successful than other because of their function. To know that choices of materials and equipment can affect the final product. To know that feedback is ideas and suggestions from other people that can help improve their work.

Year 5 & 6 3 units • Year 6 expectations

Units taught in 2026/27

Unit and topic link	Skills *	Knowledge *
<p>Autumn 1 • Digital world</p> <p>Digital world unit (title to be confirmed)</p> <p>Topic: In what ways can rivers shape our landscape?</p> <p>Subject focus: Y6 Residential / Manor Adventure</p> <p>Year 6 expectations</p>	<p>No Digital world statements for Year 6 in the D&T progression map.</p>	<p>—</p>
<p>Spring 1 • Cooking and nutrition</p> <p>Developing a recipe</p> <p>Topic: How was life for children affected during the Battle of Britain?</p> <p>Subject focus: History / WW2</p> <p>Year 6 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. <p>Make</p> <ul style="list-style-type: none"> Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale. Working safely and hygienically with independence. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. Evaluating health and safety in production to minimise cross contamination. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that 'flavour' is how a food or drink tastes. To know that many countries have 'national dishes' which are recipes associated with that country. To know that 'processed food' means food that has been put through multiple changes in a factory. To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
<p>Spring 2 • Electrical systems</p> <p>Electrical systems unit (title to be confirmed)</p> <p>Topic: What can we do to keep our body and mind healthy?</p> <p>Subject focus: Science</p> <p>Year 6 expectations</p>	<p>Design</p> <ul style="list-style-type: none"> Designing a steady hand game - identifying and naming the components required. Drawing a design from three different perspectives. Generating ideas through sketching and discussion. Modelling ideas through prototypes. <p>Make</p> <ul style="list-style-type: none"> Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Decorating the base of the game to a high quality finish. Making and testing a circuit. Incorporating a circuit into a base. <p>Evaluate</p> <ul style="list-style-type: none"> Testing own and others finished games, identifying what went well and making suggestions for improvement. 	<p>Technical knowledge</p> <ul style="list-style-type: none"> To know that batteries contain acid, which can be dangerous if they leak. To know the names of the components in a basic series circuit, including a buzzer. <p>Additional knowledge</p> <ul style="list-style-type: none"> To understand the diagram perspectives 'top view', 'side view' and 'back'.