# DESIGN AND TECHNOLOGY DEPARTMENT
# SCHEMES OF WORK

**PROJECT: BUG / BIRD HOTEL (RM)** **YEAR: KS3 (7)**

**OVERALL AIM: To design and make a wooden bug / bird hotel.**

| | Intent | | | | Implement | | Impact | |
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| **Lesson No** | **Concept** | **Resources** | **Learning objective** | **Starter activity** | **Learning activities** | **Possible differentiation activities** | **AFL** | **Suggested links with school learning policies (Literacy, Numeracy, SMSC)** |
| **1** (50 mins) | Introduction to bug project. | Bug Hotel PP.<br>Pupil PP.<br>One touch screen. | To know how to research and use the information to support design development. | Show the following two starter videos:<br><br>Bugs life trailer: https://www.youtube.com/watch?v=cXWRAb84TTE<br><br>How to make a bug hotel: https://www.youtube.com/watch?v=5-7UhxaXgSc | • Get pupils to save Pupil PP into their own areas.<br>• PA of 4 bug hotels. | • Potential to produce individual research. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – Bug house dimensions<br>**Literacy** – New subject specific terminology (Brief, Research, materials)<br>**Reading** – Research on existing products.<br>**SMSC –** Moral issue of helping bugs. |
| **2** (50 mins) | Develop a specification to identify the products function. | Bug Hotel PP.<br>Pupil PP.<br>One touch screen. | To know how to research and use the information to support design development. | Show the website: http://www.wildaboutgardens.org.uk/thingstodo/inaweekend/bug-mansion.aspx | • Research into types of bugs.<br>• Design specification | • Potential to produce individual research. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – Bug house dimensions<br>**Literacy** – New subject specific terminology (Brief, Research, materials)<br>**Reading** - Research on insects and materials.<br>**SMSC –** Moral issue of helping bugs. |
| **3** (50 mins) | Design the Bug hotel, through annotated sketches / digital modelling. | Bug Hotel PP.<br>Pupil PP.<br>One touch screen. | To use the research to create and develop design ideas. | Show examples of previous students work. | • Produce hand drawn version of bug hotel.<br>**And / Or**<br>• Use Techsoft 2D templates to help develop ideas | • Individual designs will be produced allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including self-assessment of lesson progress | **Numeracy** – Product dimensions.<br>**Literacy** – New subject specific terminology (Creativity, demonstrate, graphics and quality)<br>**SMSC -** |
| **4** (50 mins) | Start product manufacture | Bug Hotel PP.<br>Pupil PP.<br>One touch screen.<br>Hand tools.<br><br>**MRAT:**<br>073, 179 | To be able to identify and know how use tools, equipment, and materials to manufacture the bug hotel. | Demonstrate tools and discuss / recap workshop H&S.<br>• Panel saw<br>• Sandpaper<br>• Files | • Start manufacture of bug hotel. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**SMSC –** Moral – use of recycled materials<br><br>**DT RA**<br>**CLEAPPS:**<br>http://dt.cleapss.org.uk/Resource-File/MRAT-073-Hand-Saws-for-Wood.pdf<br><br>http://dt.cleapss.org.uk/Resource-File/MRAT-179-Using-Hand-Tools-in-Building-Work.pdf |

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| **5** (50 mins) | Continue Manufacture of Bug hotel | Bug Hotel PP.<br>Pupil PP.<br>One touch screen.<br>Variety of workshop tools and materials.<br><br>**MRAT:**<br>073, 179, 083 | To be able to identify and know how use tools, equipment and materials to manufacture the bug hotel. | Demonstrate tools and discuss workshop H&S.<br>• Panel saw<br>• Sanding disc<br>• Sandpaper<br>• Files | • Continue manufacture of the bug hotel. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**SMSC –** Moral – use of recycled materials<br><br>**DT RA**<br>**CLEAPPS:**<br>http://dt.cleapss.org.uk/Resource-File/MRAT-073-Hand-Saws-for-Wood.pdf<br><br>http://dt.cleapss.org.uk/Resource-File/MRAT-179-Using-Hand-Tools-in-Building-Work.pdf<br><br>http://dt.cleapss.org.uk/resource-file/mrat-083-belt-bobbin-and-disc-sanders.pdf |
| **6** (50 mins) | Continue Manufacture of Bug hotel | Bug Hotel PP.<br>Pupil PP.<br>One touch screen.<br>Variety of workshop tools and materials.<br>**MRAT:**<br>073, 179, 083 | To be able to identify and know how use tools, equipment, and materials to manufacture the bug hotel. | Demonstrate tools and discuss workshop H&S<br>• Panel saw<br>• Sanding disc<br>• Sandpaper<br>• Files | • Continue manufacture of the bug hotel. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**SMSC –** Moral – use of recycled materials<br><br>**DT RA**<br>**CLEAPPS:**<br>http://dt.cleapss.org.uk/Resource-File/MRAT-073-Hand-Saws-for-Wood.pdf<br><br>http://dt.cleapss.org.uk/Resource-File/MRAT-179-Using-Hand-Tools-in-Building-Work.pdf<br><br>http://dt.cleapss.org.uk/resource-file/mrat-083-belt-bobbin-and-disc-sanders.pdf |
| **7** (50 mins) | Continue Manufacture of Bug hotel | Bug Hotel PP.<br>Pupil PP.<br>One touch screen.<br>Variety of workshop tools and materials.<br>**MRAT:**<br>073, 179, 083, 039 | To be able to identify and know how use tools, equipment, and materials to manufacture the bug hotel. | Demonstrate tools and discuss workshop H&S.<br>• Tenon saw<br>• Panel saw<br>• Sanding disc<br>• Sandpaper<br>• Files<br>• Pillar drill<br>• Hammer | • Continue manufacture of the bug hotel. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**SMSC –** Moral – use of recycled materials<br><br>**DT RA**<br>**CLEAPPS:**<br>http://dt.cleapss.org.uk/Resource-File/MRAT-073-Hand-Saws-for-Wood.pdf<br><br>http://dt.cleapss.org.uk/Resource-File/MRAT-179-Using-Hand-Tools-in-Building-Work.pdf<br><br>http://dt.cleapss.org.uk/resource-file/mrat-083-belt-bobbin-and-disc-sanders.pdf<br><br>http://dt.cleapss.org.uk/Resource-File/MRAT-039-Pillar-and-Bench-Drilling-Machines.pdf |
| **8** (50 mins) | Finish manufacture of bug hotel | Bug Hotel PP.<br>Pupil PP.<br>One touch screen.<br>Variety of workshop tools and materials. | To be able to identify and know how use tools, equipment, and materials to manufacture the bug hotel. | Demonstrate tools and discuss workshop H&S.<br>• Pillar drill<br>• Hammer | • Finish manufacture of the bug hotel.<br>• Write up the manufacturing diary. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**Reading** – Self-edit manufacturing diary<br>**SMSC –** Moral – use of recycled materials<br>**DT RA** |

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| | | **MRAT:**<br>179, 039 | | | | | | **CLEAPPS:**<br>http://dt.cleapss.org.uk/Resource-File/MRAT-179-Using-Hand-Tools-in-Building-Work.pdf<br><br>http://dt.cleapss.org.uk/Resource-File/MRAT-039-Pillar-and-Bench-Drilling-Machines.pdf |
| **9**<br>(50 mins) | Evaluation of project success | Bug Hotel PP.<br>Pupil PP.<br>Completed bug hotel | To self-reflect on the success of your bug hotel. | Q & A -<br>Why evaluation is important? | • Individual evaluation<br>• Comparison against specification.<br>• Peer evaluation<br>• Self-reflection | • Varying levels of self-reflection. | Peer and self-assessment as well as teacher comments | **Numeracy**<br>**Literacy** – New subject specific terminology (Evaluation and specifications)<br>**Reading** – Self-edit evaluation / peer assess<br>**SMSC –** Moral – use of recycled materials |

# DESIGN AND TECHNOLOGY DEPARTMENT
# SCHEMES OF WORK

**PROJECT : E-Picture (Vacuum forming / Electronics)** **YEAR : KS3 (7)**

**OVERALL AIM : To design and make an electronic picture.**

| | Intent | | | | Implement | | Impact | |
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| **Lesson No** | **Concept** | **Resources** | **Learning objective** | **Starter activity** | **Learning activities** | **Possible differentiation activities** | **AFL** | **Suggested links with school learning policies (Literacy, Numeracy, SMSC)** |
| **1** (50 mins) | Introduction to the electronic picture. | E-Picture PP.<br>Pupil PP.<br>One touch screen.<br>MDF base<br>10mm pine frame | To understand what a design brief is and how the frame is made. | Things to look out for in the e-folio. | • Get pupils to save Pupil PP into their own areas.<br>• Read through design brief.<br>• Cut, shape and make the frame. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – Frame dimensions<br>**Literacy** – New subject specific terminology (Brief, Research, materials)<br>**SMSC –** Designing for a purpose. |
| **2** (50 mins) | Create a range of designs for the e-picture. | E-picture PP.<br>Pupil PP.<br>One touch screen.<br>Card.<br>Scissors.<br>Laser Cutter. | To learn how to design your card picture image. | Revisit techniques from previous lesson.<br>Show examples of design layouts. | • Create design ideas.<br>• Plan layout for design.<br>• Cut out and stick the design onto the MDF base. | • Individual designs will be produced allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – Layout of designs / battery<br>**Literacy** – New subject specific terminology (Brief, Research, materials)<br>**SMSC –** Designing for a purpose. |
| **3** (50 mins) | Complete making a range of designs for the e-picture. | E-picture PP.<br>Pupil PP.<br>One touch screen.<br>Card.<br>Scissors.<br>Laser Cutter. | To learn how to design your card picture image. | Creating a card mould. | • Create design ideas.<br>• Cut out and stick the design onto the MDF base. | • Individual designs will be produced allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – Layout of designs / battery<br>**Literacy** – New subject specific terminology (Brief, Research, materials)<br>**SMSC –** Designing for a purpose. |
| **4** (50 mins) | To understand the vacuum forming process. | E-picture PP.<br>Pupil PP.<br>One touch screen.<br>HDPE<br>Vacuum former | To understand how the vacuum forming process works and what products can be made. | Show examples of previous students work. | • To use the vacuum former to create the mould.<br>• Write an instruction guide on how to use the vacuum former.<br>• Cut out the mould and sand the edges. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including self-assessment of lesson progress | **Numeracy** – Product dimensions.<br>**Literacy** – New subject specific terminology (Creativity, demonstrate, graphics and quality)<br>**SMSC –** Designing for a purpose. |
| **5** (50 mins) | Continue manufacture of electronic picture. | E-picture PP.<br>Pupil PP.<br>One touch screen.<br>HDPE<br>Vacuum former | To understand how the vacuum forming process works and what products can be made. | Revisit vacuum forming process. | • To use the vacuum former to create the mould.<br>• Write an instruction guide on how to use the vacuum former.<br>• Cut out the mould and sand the edges.<br>• Begin to write the manufacturing diary | • Individual YP will be making their product allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including self-assessment of lesson progress | **Numeracy** – Product dimensions.<br>**Literacy** – New subject specific terminology (Creativity, demonstrate, graphics and quality)<br>**SMSC –** Designing for a purpose. |
| **6** (50 mins) | Continue manufacture of electronic picture. | E-picture PP.<br>Pupil PP.<br>One touch screen. | To understand what electronic components are | What is a circuit? Components and symbols used in the circuit. | • Identify symbols in the circuit. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources) |

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| | | Soldering iron<br>Solder<br>LED's<br>Battery connector | and how we will use them.<br>To understand how to solder safely | | • Mark out the LED holes and use the pillar drill to make the holes.<br>• Hot glue the LED's in place.<br>• Solder the circuit.<br>• Continue the manufacturing diary. | | progress. Individual skills can be assessed. | **SMSC –** Designing for a purpose. |
| **7**<br>(50 mins) | Continue manufacture of electronic picture. | E-picture PP.<br>Pupil PP.<br>One touch screen.<br>Soldering iron<br>Solder<br>LED's<br>Battery connector | To understand what electronic components are and how we will use them.<br>To understand how to solder safely | What is a circuit? Components and symbols used in the circuit. | • Hot glue the LED's in place.<br>• Solder and test the circuit.<br>• Complete the manufacturing diary.<br>• Design a soldering health and safety poster. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**SMSC –** Designing for a purpose. |
| **8**<br>(50 mins) | Evaluation of project success | E-picture PP.<br>Pupil PP.<br>One touch screen. | To self-reflect on the success of your E-Picture. | Q & A -<br>Why evaluation is important? | • Complete designing a soldering health and safety poster.<br>• Individual evaluation<br>• Peer evaluation<br>• Self-reflection | • Varying levels of self-reflection. | Peer and self-assessment as well as teacher comments | **Numeracy** –<br>**Literacy** – New subject specific terminology (Tools, Equipment, materials, resources)<br>**SMSC –** Designing for a purpose. |

# DESIGN AND TECHNOLOGY DEPARTMENT
# SCHEMES OF WORK

**PROJECT: Steady Hand Game (RM / Vacuum forming)** **YEAR: KS3 (7)**

**OVERALL AIM: X-curricular - To design and make the casing for a steady hand game.**

| | Intent | | | | Implement | | Impact | |
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| **Lesson No** | **Concept** | **Resources** | **Learning objective** | **Starter activity** | **Learning activities** | **Possible differentiation activities** | **AFL** | **Suggested links with school learning policies (Literacy, Numeracy, SMSC)** |
| **1** (50 mins) | Introduction to the steady hand game. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen. | To research existing steady hand games. | Show examples of previous steady hand games.<br><br>Discuss cross-curricular project. | • Open assignment in TEAMS.<br>• Read through the L.O.<br>• Use the internet to research existing steady hand games.<br>• State what you like and dislike about each design.<br>• Explain how the game works. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – dimensions of hand game<br>**Literacy** – Revisit subject specific terminology (Research, existing)<br>**SMSC –** Designing for a purpose. |
| **2** (50 mins) | To revisit vacuum forming and make the wooden mould for the base. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br><br>**MRAT:**<br>073, 083, 162 | To understand how to make the casing for the game. | Revisit vacuum forming technique. | • Measure out and cut the base to the correct size.<br>• Glue and clamp the pieces together.<br>• Once dry, use the sanding disc, rasp, or file to taper the sides of the base. | • Individual designs will be produced allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – dimensions of base<br>**Literacy** – New subject specific terminology (Orthographic, taper, PVA)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br>https://dt.cleapss.org.uk/Resource-File/MRAT-073-Hand-Saws-for-Wood.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-083-Belt-Bobbin-and-Disc-Sanders.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-162-Adhesives-used-in-Art.pdf |
| **3** (50 mins) | Continue making the wooden mould and begin design work. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br><br>**MRAT:**<br>073, 083, 162 | To understand and interpret the design through an orthographic drawing. | Revisit last lesson, what is tapering and why do we use it when vacuum forming? | • Read through the L.O.<br>• Discuss orthographic drawing and how it relates to the design.<br>• Q & A personalisation / design work.<br>• Continue tapering the sides using the sanding disc, rasp, or file.<br>• Begin design work. | • Individual designs will be produced allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including www/ebi after specifications. | **Numeracy** – dimensions of base<br>**Literacy** – New subject specific terminology (Orthographic, taper, PVA)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br>https://dt.cleapss.org.uk/Resource-File/MRAT-073-Hand-Saws-for-Wood.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-083-Belt-Bobbin-and-Disc-Sanders.pdf |

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| **4** (50 mins) | Revisit and develop design work ready for vacuum forming. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br>Laser Cutter<br>Scissors<br>Card<br>PVA<br><br>**MRAT:**<br>032, 011, 162 | To know how to create personalised designs for the base. | Show examples of previous students work.<br><br>Revisit previous vacuum forming design work. | • Continue or begin design work for the base.<br>• Identify the chosen design.<br>• Using either the laser cutter or scissors cut and stick the design on the base using PVA. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including self-assessment of lesson progress | **Numeracy** – Design dimensions.<br>**Literacy** – New subject specific terminology (Design, personalised, favourite)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br>https://dt.cleapss.org.uk/Resource-File/MRAT-032-Laser-Cutters.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-011-Craft-Knives-Scalpels-and-Scissors.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-162-Adhesives-used-in-Art.pdf |
| **5** (50 mins) | Revisit the vacuum forming process. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br>HDPE<br>Vacuum former<br>Moulds<br><br>**MRAT:**<br>062, 011, | To revisit and practice using the vacuum former | Q & A – vacuum forming, previous projects / key steps.<br><br>H & S to consider. | • To use the vacuum former to create the mould.<br>• Cut out the mould and sand the edges.<br>• Write out at least 5 H & S points to follow when using the vacuum former.<br>• Begin to write the manufacturing diary. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | YP will be judged on a variety of success criteria including self-assessment of lesson progress | **Numeracy** – Dimensions of thermoplastic / mould.<br>**Literacy** – New subject specific terminology (Vacuum former, thermoplastic)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br>https://dt.cleapss.org.uk/Resource-File/MRAT-062-Plastics-Vacuum-and-Pressure-Forming-Equipment.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-011-Craft-Knives-Scalpels-and-Scissors.pdf# |
| **6** (50 mins) | Continue manufacture of the casing for the steady hand game. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br>Drill<br>3mm drill bit<br>Copper wire<br>Hama beads<br><br>**MRAT:**<br>011, 039, 075, 003 | To use tools and equipment accurately and safely to make the steady hand game | Q & A previous lesson.<br><br>Demonstrate securing the wire and making a handle. | • Cut out the mould and sand the edges.<br>• Mark out the holes for the wire drill using a hand drill.<br>• Measure out wire, and shape.<br>• Secure Hama beads in place with hot glue.<br>• Add the wire and secure.<br>• Cut a piece of dowelling for the wooden handle.<br>• Clamp and drill a hole in the handle for wire.<br>• Continue to write the manufacturing diary. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, equipment, materials)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br>https://dt.cleapss.org.uk/Resource-File/MRAT-011-Craft-Knives-Scalpels-and-Scissors.pdf#<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-039-Pillar-and-Bench-Drilling-Machines.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-075-Portable-Power-Drills-for-Wood.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-003-Hot-Melt-Glue-Guns.pdf |

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| **7**<br>(50 mins) | Continue manufacture of the casing for the steady hand game. | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br>Drill<br>3mm drill bit<br>Copper wire<br>Hama beads<br><br>**MRAT:**<br>011, 039, 075, 003 | To use tools and equipment accurately and safely to make the steady hand game | Q & A previous lesson.<br><br>Demonstrate securing the wire and making a handle. | • Cut out the mould and sand the edges.<br>• Mark out the holes for the wire drill using a hand drill.<br>• Measure out wire, and shape.<br>• Secure Hama beads in place with hot glue.<br>• Add the wire and secure.<br>• Cut a piece of dowelling for the wooden handle.<br>• Clamp and drill a hole in the handle for wire.<br>• Continue to write the manufacturing diary. | • Individual YP will be making their product allowing teacher support and stretch for more able students. | Individual photographs will be taken to form a diary of manufacturing progress. Individual skills can be assessed. | **Numeracy** – Marking out of materials and dimensions.<br>**Literacy** – New subject specific terminology (Tools, equipment, materials)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-011-Craft-Knives-Scalpels-and-Scissors.pdf#<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-039-Pillar-and-Bench-Drilling-Machines.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-075-Portable-Power-Drills-for-Wood.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-003-Hot-Melt-Glue-Guns.pdf |
| **8**<br>(50 mins) | Evaluation of project success | Steady Hand Game PP.<br>Pupil PP.<br>One touch screen.<br>Drill<br>3mm drill bit<br>Copper wire<br>Hama beads<br><br>**MRAT:**<br>011, 039, 075, 003 | Self-reflect and peer assess the success of the steady hand game. | Q & A -<br>Why evaluation is important? | • Complete making the casing.<br>• Complete the manufacturing diary.<br>• Individual evaluation<br>• Peer evaluation<br>• Self-reflection | • Varying levels of self-reflection. | Peer and self-assessment as well as teacher comments | **Numeracy** –<br>**Literacy** – New subject specific terminology (Self-reflect, peer assess)<br>**SMSC –** Designing for a purpose.<br><br>**DT RA**<br>**CLEAPPS:**<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-011-Craft-Knives-Scalpels-and-Scissors.pdf#<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-039-Pillar-and-Bench-Drilling-Machines.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-075-Portable-Power-Drills-for-Wood.pdf<br><br>https://dt.cleapss.org.uk/Resource-File/MRAT-003-Hot-Melt-Glue-Guns.pdf |