



The DT Curriculum

Year 6

National Curriculum Objectives

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

• 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

Make

- 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

Evaluate

- 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

Technical knowledge

- 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.

4 Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- 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

Year 6

Autumn 1 – Mechanical Systems (Automata Toys)

National Curriculum

National Curriculum objective

- 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.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Understand how key events and individuals in design and technology have helped shape the world.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Cross-Curricular Links:

• British Value: Mutual Respect

Prior Learning

EYFS

- Know how to use a range of basic tools competently, safely and confidently.
- know how to explore a range of materials and use senses to explore and investigate them e.g. construction kits: wheels and axles have movable parts.
- know how to construct using a wider range of construction kits using different techniques to fasten and connect things together.
- know that different objects and materials can represent things in my pretend play: e.g. I can use a cereal box to represent my house; or use a 3D block as a chair.
- know and use appropriate vocabulary to name and describe my models by talking and explaining about my model, how it works and what materials I have used.
- know more about using a range of different media (natural and manmade) to construct basic models to represent transport vehicles.

Year 1

- A wheel needs to be round to rotate.
- A wheel must be attached to a rotating axle to move.
- An axel moves within an axel holder.
- A frame of a vehicle (chassis) needs to be balanced.

Year 4

- Know that all moving things have kinetic energy.
- Know that kinetic energy is the energy that something has by being in motion.
- Know that air resistance is the level of drag on an object as it is forced through the air.
- Know that the shape of a moving object will affect how it moves due to air resistance.

Design	Make	Evaluate	Technical Knowledge
• Experimenting with a range of	 Measuring, marking and checking 	 Evaluating the work of others and 	 Using a bench hook to saw safely
cams, creating a design for an	the accuracy of the jelutong and	receiving feedback on own work	and effectively
automata toy based on a choice of	dowel pieces required	 Applying points of improvements 	 Exploring cams, learning that
cam to create a desired movement	 Measuring, marking and cutting 	 Describing changes they would 	different shaped cams produce
 Understanding how linkages 	components accurately using a		different follower movements

 change the direction of a force Making things move at the same time Understanding and drawing cross-sectional diagrams to show the inner-workings of the automata 	 ruler and scissors Assembling components accurately to make a stable frame Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set 	make/do if they were to do the project again	Exploring types of motions and direction of a motion			
Substantive Knowledge Acqu	ired in the Unit					
 Know that the mechanism in an auto Know that different shaped cams pro Know that an automata is a hand-pow Know that a cross sectional diagram 	mata uses a system of cams, axles and followers. iduce different outputs. wered mechanical toy.					
Disciplinary Knowledge Acqui	ired in the Unit					
 Fixing and joining Assemble components to make work Using a variety of temporary and per Marking and cutting out Using a range of tool and techniques 	 Fixing and joining Assemble components to make working models; make accurate patterns and template designs Using a variety of temporary and permanent joining techniques, including framework, materials and textiles Marking and cutting out 					
Key Skills Acquired in the Uni	t					
 Experimenting with a range of cams, Understanding how linkages change f Making things move at the same time Understanding and drawing cross-see Measuring, marking and checking the Measuring, marking and cutting components accurately to Understanding that for the frame to f Selecting appropriate materials based Evaluating the work of others and red Applying points of improvement to the 	creating a design for an automata toy based on a the direction of a force. e. ctional diagrams to show the inner-workings of m e accuracy of the jelutong and dowel pieces requi ponents accurately using a ruler and scissors. o make a stable frame. function effectively the components must be cut d on the materials being joined and the speed at ceiving feedback on own work. neir toys.	choice of cam to create a desired movement. y design. red. accurately and the joints of the frame secured which the glue needs to dry/set.	l at right angles.			
Misconceptions						
Some children may think: • Automata toys work using battery po	wer					

By the end of this unit pupils will:

- Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements.
- Follow health and safety rules, taking care with the equipment.
- Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration.
- Develop a design idea with some descriptive notes.
- Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.
- Create neat, decorated follower toppers with some accuracy.
- Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.
- Decorate and finish the automata to meet the design criteria and brief.
- Evaluate their finished product, making descriptive and reflective points on function and form.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	Flashback 4 Question 1: How are wheels attached to a vehicle? Axel holder, chassis, Axel, vehicle Question 2: A frame of the vehicle is called a Axel holder, Axel, Chassis, frame Question 3: What is the level of drag on a vehicle? Air resistance, kinetic energy, gravity, oxygen Question 4: is the energy that something has by being in motion. Air resistance, solar energy, kinetic energy, thermal energy	Flashback 4 Question 1: What word best describes 'the need to be neat and correct to the intended measurements'? accurate, stable, automata, components Question 2: Why do the automata frame components need to be accurate? So it is appealing, it is easier to use, for all the parts to operate as a mechanism, they need to fit together well Question 3: What is an automata? Mechanical toys that use hydraulics, Air- propelled toys, handheld toys, hand powered toys that use cams, followers an axles to create motion Question 4: Parts or elements of a larger whole. What is this describing? Structure, components, supports, design	Flashback 4 Question 1: A explains what a product needs to achieve to be successful. Design brief, evaluation, product, plan Question 2: What is an automata? Mechanical toys that use hydraulics, Air- propelled toys, handheld toys, hand powered toys that use cams, followers an axles to create motion Question 3: Explain your design brief to your partner. Question 4: Who is the audience for your toy?	Flashback 4 Question 1: An automata is a hand powered toy that uses cams, followers and axles to create motion, sound, energy, heat Question 2: What tool can be used to mark a 90 degree angle? Set square, drill, screwdriver, tenon saw Question 3: What do you change the shape of to change the way the follower moves? Axle, casing, cam profile, mechanism Question 4: what is used to illustrate how the parts fit together? Exploded diagram, explosive diagram, cross sectional diagram, 3D diagram	Flashback 4 Question 1: What is a follower? Question 2: What is a cam profile? Question 3: How does a cam profile affect the follower? Question 4: What is an exploded diagram?
Learning Objective:	to understand the components and structure, being able to explain how the automata toys work	(to include labelled design)	to prepare (mark, cut, saw) the materials required for the automata frame.	finishing touches to the automata frame.	no evaluate the product and make improvements.

Key vocabulary	Tier 2 Components Structure Research Visual Profile Tier 3 Automata Cam Topper Base Follower Axel	Tier 2 Follower Client Customer Visual Profile Tier 3 Designer Automata Cam Topper Base Follower Axel	To assemble the automata frame components and supports Tier 2 Client Customer Visual Mechanism Profile Tier 3 Designer Automata Cam Topper Base Follower Axel	Tier 2 Client Customer Visual Mechanism Tier 3 Automata Storefront Housing Flat pack Inner workings	Tier 2 Client Customer Visual Mechanism Tier 3 Automata Storefront Housing Flat pack Inner workings
Possible outcome	Children will research and explain verbally, and in written form, how automata toys work (including a labelled diagram)	Children will accurately draw labelled diagram to include final outcome (theme and colours)	Children will make frames with cam and follower included.	Children will decorate each panel using a range of textures.	Children will write a written evaluation including improvements and alterations. Quality of finish – is it smooth, decorative and neat? Accuracy of joints – are there any gaps? Cam function – do the cams work when the axel is spun?

Year 6	Autumn 2 – Cooking and Nutrition (Come Dine With Me)			
National Curriculum				
National Curriculum objectives				
• Use and research and develop design criteria to inform the design of innovate, f	unctional, appealing products that are fit for purpose, aimed at particular individuals or groups,			
Generate, develop, model and communicate their ideas through discussion, ann	otated sketches, cross sectional and exploded diagrams, prototype, pattern pieces and computer-			
aided design.				
Understand and apply the principles of a healthy and varied diet.				
Cross-Curricular Links:				
• PSHE: The principles and preparing a range of healthy meals.				

Prior Learning

EYFS

- Know the names of different types of fruit and vegetables.
- Know how to safely use a knife to cut up foods into smaller pieces.
- Know that different ingredients can be put together to make meal.
- Know it is important to wash hands before preparing food.
- Know different equipment can be used to cook equipment.

Year 1

- Understand the difference between fruit and vegetables.
- Know a blender mixes ingredients together into a liquid.
- Know vegetables grow either above or below the ground.
- Know some foods typically known as vegetables are actually fruits (e.g., cucumber)
- Know fruits grow on trees or vines.
- Know fruits have seeds and vegetables do not.
- Know vegetables can come from different parts of a plant.

Year 2

- Know what 'hidden sugars' are.
- Know where to find the nutritional information on a drinks container,
- Know that there are five food groups.
- Know roughly how much of each food group I should eat each day.
- Know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group.
- Know how to prepare food safely using the correct tools.

Year 3

- Know that not all fruits and vegetables can be grown in the UK.
- Know that climate affects food growth.
- Know that vegetables and fruit grow in certain seasons.
- Know that cooking instructions are known as a 'recipe'.
- Know that imported food is food that has been brought into the country.

Year 5

Year 5

- Know where meat comes from.
- Know that I can adapt a recipe to make it healthier by substituting ingredients.
- Know that I can use a nutritional calculator.
- Know that cross-contamination means that bacteria and germs have been passed onto ready to eat foods.

Anow that closs containing to that bacteria and being have been passed on to ready to eat roots.						
Design	Make	Evaluate	Technical Knowledge			
 Writing a recipe, explaining the key steps, method and ingredients Including facts and drawings from research undertaken 	 Following a recipe, including using the correct quantities of each ingredient Adapting a recipe based on research Working to a given timescale 	 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 	 Learning how to research a recipe by ingredient Recording the relevant ingredients and equipment needed for a recipe Understanding the combinations of food that will complement one 			

	•	Working safely and hygienically v independence Understand how to prepare vegetables correctly ready for cooking	vith improvements in • Evaluating health production to min contamination	productions a and safety in • U nimise cross fr 'F	nother nderstanding where food comes rom, describing the process of Farm to Fork' for a given ingredient			
Substantive Kno	Substantive Knowledge Acquired in the Unit							
 Know that many Know that proce Know it's import 	y countries have national dishes essed food means food that has tant to wash fruit and vegetable	which are recipes associated with been put through multiple chang s before eating to remove any dir	n that country. es in a factory. t or insecticides.					
Disciplinary Kno	owledge Acquired in	the Unit						
Finishing	waan functional and docorativo	products						
	red in the Unit	products						
 Writing a recipe Including facts a Following a recipe Adapting a recipe Working to a give Working safely Evaluating a recipe Taste testing and Suggesting and Evaluating healt 	e, explaining the key steps, metho and drawings from research unde pe, including using the correct q pe based on research. ven timescale. and hygienically with independe tipe, considering: taste, smell, te ind scoring final products. writing up points of improvement th and safety in production to mi	od and ingredients. ertaken. uantities of each ingredient. nce. xture and origin of the food group nts in productions. nimise cross contamination.).					
Misconceptions	5							
Some children may think That all food ha Certain foods ca Mixing any food Only fruit and v That all three co	:: s to be cooked before being eate an only be grown in certain coun d will cause contamination. egetables are healthy. ourses have to compliment each	en. tries other.						
By the end of th	nis unit pupils will:							
 Find a suitable reci Record the relevan Follow a recipe, ind Write a recipe, exp Explain where cert 	pe for their course. It ingredients and equipment neocluding using the correct quantit plaining the process taken. ain key foods come from before	eded. ies of each ingredient. they appear on the supermarket	shelf.					
Medium Term	Planning							
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5			
Retrieval	Flashback 4	Flashback 4	Flashback 4	Flashback 4	Flashback 4			

Learning Objective: Key vocabulary	Question 1: Question 1:Where do fruits grow?(above or below theground, on trees or vines)Question 2: Where dovegetables grow? (above orbelow the ground, on treesor vines)Question 3: Can you namethe five food groups?Question 4: Can you namea food associated with thefood groups?To design a three-coursemeal.Tier 2• Accompaniment• Complement	Question 1: What do we mean by cross- contamination? Question 2: A diet consists of measured amounts of different food. (healthy, unhealthy, balanced, protein) Question 3: How many calories should a women consume per day? (1,500, 2,000, 2,500, 3,000) Question 4: How many calories should a man consume per day? (1,500, 2,000, 2,500, 3,000) To prepare and make a three-course a starter meal using a recipe. Tier 2 Accompaniment Complement	Question 1: What is the name for caring for the health and happiness of a person or animal? Question 2: Something that goes well together with other foods and drinks is called a ? Question 3: What is the name of foods which are passed through multiple processes in a factory? Question 4: Which word describes foods being sent to other countries? (climate, seasonal, import, exports) To prepare and make a three- course a main meal using a recipe. Tier 2 • Accompaniment • Complement	Question 1: What is the name for caring for the health and happiness of a person or animal?Question 2: Something that goes well together with other foods and drinks is called a ?Question 3: What is the name of foods which are passed through multiple processes in a factory?Question 4: Which word describes foods being sent to other countries? (climate, seasonal, import, exports)Children will prepare and make a dessert using a recipe.Tier 2 • • Complement • Complement	Question 1: What is the name for caring for the health and happiness of a person or animal? Question 2: Something that goes well together with other foods and drinks is called a ? Question 3: What is the name of foods which are passed through multiple processes in a factory? Question 4: Which word describes foods being sent to other countries? (climate, seasonal, import, exports) To evaluate the dishes and make suggestions on improvements. Tier 2 • Accompaniment • Complement
Possible outcome	 Nutritional Import and export Tier 3 Equipment Flavours Ingredients Nationally Children will explore where food comes from and have research possible meal options. 	 Nutritional Method Preparation Tier 3 Equipment Flavours Ingredients Cookbook Cross- contamination. Recipe Children will prepare and make a starter meal using a recipe.	 Nutritional Method Preparation Tier 3 Equipment Flavours Ingredients Cookbook Cross-contamination. Recipe Children will prepare and make a main meal using a recipe.	 Nutritional Method Preparation Tier 3 Equipment Flavours Ingredients Cookbook Cross-contamination. Recipe Children will prepare and make a dessert using a recipe.	 Nutritional Method Preparation Tier 3 Target audience Flavour Ingredients Recipe Children will evaluate their meal against their design.

National Curriculum

National Curriculum objectives:

- 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

Cross-Curricular Links:

- Computing: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Science: Use recognised symbols when representing a simple circuit in a diagram.
- Science: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Maths: recognise, describe and build simple 3-D shapes, including making nets

Prior Learning

Nursery

- Explore how things work.

Year 4

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- Know that electrical conductors are materials which electricity passes through.
- Know that electrical insulators are materials that electricity cannot pass through.
- Know that a battery contains stored electricity that can be used to power products.
- Know that an electrical circuit must be completed for electricity to flow.
- Know that a switch can be used to complete and break an electrical circuit.

Design	Make	Evaluate	Technical Knowledge		
 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. Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function' 	 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. 	 Testing own and others finished games, identifying what went well and making suggestions for improvement. Gathering images and information about existing children's toys. Analysing a selection of existing children's toys. 	 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. 		
Substantive Knowledge Acqu	ired in the Unit				
 Know that 'form' means the shape and appearance of an object. Know that 'fit for purpose' means that a product works how it should and is easy to use. Know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. Know the difference between 'form' and 'function'. Know that 'form over purpose' means that a product looks good but does not work very well. Know the diagram perspectives 'top view', 'side view' and 'back'. 					

Disciplinary Knowledge Acquired in the Unit

Finishing

- Distinguish between functional and decorative products.
- Develop a structure with finishing techniques; use a range of tools to measure and cut accurately.

Marking and cutting out

• Using a range of tool and techniques for marking out, measuring and cutting a range of materials.

Mechanism and control

- Understanding how products can be driven by electricity
- Understanding how different sorts of switches can be used to control electrical current

Key Skills Acquired in the Unit

- 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.
- Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'.
- 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.
- Testing their own and others' finished games, identifying what went well and making suggestions for improvement.
- Gathering images and information about existing children's toys.
- Analysing a selection of existing children's toys.

Misconceptions

Some children may think:

• The base structure can be 2 dimensional

By the end of this unit pupils will:

- Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works).
- State what they like or dislike about an existing children's toy and why.
- Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys.
- Identify the components of a steady hand game.
- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.
- Create a secure base for their game, with neat edges, that relates to their design.
- Make and test a functioning circuit and assemble it within a case.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	Flashback 4	Flashback 4	Flashback 4	Flashback 4	Flashback 4
	Question 1: Look at the	Question 1: Look at the	Question 1: Look at the	Question 1: Look at the	Question 1: What is the name of
	pictures - which of these	pictures – which of these	pictures – which of these	diagram. What is symbol	something that makes a buzzing
	items does not require	items does require	items does require electricity	showing? (battery, buzzer,	noise when electricity passes
	electricity to work?	electricity to work?	to work?	switch, wire)	

	Question 2: What is the name of something that has two or more cells put together to provide electrical energy to power a circuit? (bulb, buzzer, battery, switch) Question 3: What is the name of something that is made from glass or plastic and gives out light when electricity passes through? (bulb, buzzer, battery, switch) Question 4: What is the name of something that is part of a circuit and you can open or close to allow electricity to flow through? (bulb, buzzer, battery, switch)	Question 2: What is the name of a material that allows electricity to flow through it? (switch, battery, conductor, insulator) Question 3: What is the name of a material that doesn't allow electricity to flow through it? (switch, battery, conductor, insulator) Question 4: What is the name used to describe the purpose of a product or how the product works?	Question 2: Look at the diagram. What is symbol showing? (battery, buzzer, switch, wire) Question 3: Look at the diagram. What is symbol showing? (battery, buzzer, switch, wire) Question 4: What is the name used to describe the shape or appearance of an object?	Question 2: What is the name of a material that allows electricity to flow through it? (switch, battery, conductor, insulator) Question 3: What is the name of a material that doesn't allow electricity to flow through it? (switch, battery, conductor, insulator) Question 4: What do we mean by fit for purpose?	through? (battery, buzzer , bulb, switch) Question 2: Look at the diagram. What is symbol showing? (battery, buzzer, switch, wire) Question 3: Why do we evaluate a product? (to help us write down our ideas, to put parts together, to improve a product , to draw round a product) Question 4: What is a prototype?
Learning Objective:	To research and design a steady hand game.	To create a labelled design using correct measurements (3d design)	To construct a stable base.	To assemble electronics and complete an electronic game.	To evaluate an electronic game.
Key vocabulary	Tier 2 Form Function Components Perspective Innovative Tier 3 Product Rank Electrical Systems User	Tier 2 Form Function Components Perspective Prototype Tier 3 Buzzer Copper wire Circuit Net Electricity Switch LED Bulb Copper Conductor Insulator Pilers	Tier 2 Form Function Assemble Stable Tier 3 Net Tabs Test	Tier 2 Form Function Components Perspective Prototype Tier 3 Buzzer Copper wire Circuit Net Electricity Switch LED Bulb Copper Conductor Insulator Pilers	Tier 2 Form Function Components Perspective Prototype Tier 3 Buzzer Copper wire Circuit Net Electricity Switch LED Bulb Copper Conductor Insulator Pilers

Possible outcome	Children will name and	Children will have a clear,	Children will produce a	Children will complete circuits	Children will evaluate how to
	explain a range of toys from	labelled 3d design of their	wooden structure using their	and add to the structure (as	improve next time.
	different decades and how	game using a modelled plan	design	well as the copper wire and	
	they have developed	as support.		handle)	