

# **Curriculum Overview**

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**Ripley Endowed Primary School**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1 Cycle A</b>	<b>Bridges:</b> Exploring different materials and how make them stronger			<b>Food</b> A spring themed meal		<b>Renewable Energy Project</b>
<b>KS1 Cycle B</b>			<b>Food and Hygiene</b>			<b>Making:</b> Bug Hotel
<b>LKS2 Cycle A</b>			<b>Computer Controlled Device:</b> Computer Aided Design Product	<b>Food Tech: A seasonal meal</b>	<b>Electrical systems – Simple circuits and switches</b> Creating a night light	
<b>LKS2 Cycle B</b>			<b>Design: Fashion and Textiles Product</b> Sewing and stitching	<b>Food:</b> Italian Café		
<b>UKS2 Cycle A</b>		<b>Food Technology:</b> The Great British Menu	<b>Structures:</b> Egyptian Shaduf		<b>Textiles: Sewing and Stitching/ Desk tidy design?</b>	
<b>UKS2 Cycle B</b>	<b>Textiles: Sewing and stitching</b> Phone Cases.		<b>Food:</b> Greek Café		<b>Making:</b> Moving Vehicles- Understanding Electrical Circuits	

**Bridges: Exploring how to make them strongest (KS1: Cycle A)**

	Year Group	Designing	Making	Technical Knowledge	Evaluation	Cooking and Nutrition	Vocabulary
	<b>Year 1</b>	<p>To work confidently within a range of contexts to design the bridge: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment To state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how their products will work.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety To use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</p>	<p>To know the simple working characteristics of materials and components</p> <p>To know how freestanding structures can be made stronger, stiffer and more stable.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used.</p>		<p>Bridge, Strength, Materials, Freestanding, Components, Product, Safety,</p>
	<b>Year 2</b>	<p>To work confidently within a range of contexts to design the bridge: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how their products will work.</p> <p>To know how they will make their products suitable for their intended users Use simple design criteria to help develop the product.</p> <p>To generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas To develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups To use ICT, where appropriate, to develop and communicate their ideas</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety. To use a range of materials and components, including construction materials and mechanical components. To measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design</p>	<p>To know the simple working characteristics of materials and components</p> <p>To know how freestanding structures can be made stronger, stiffer and more stable.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used. To explore what materials products are made from explore what they like and dislike about products</p>		<p>Bridge, Strength, Materials, Freestanding, Components, Product, Safety, Measure, Mark Out, Shape, Mechanical, Join, Combine.</p>

**Food: A Healthy Spring- Themed Meal (KS1: Cycle A)**

<p><b>Year 1</b></p>	<p>To work confidently within a range of contexts to create a healthy Roman meal: Story based, home, school and the wider environment To state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety and hygiene To use a range of materials and components, including food ingredients.</p>	<p>To know that food ingredients should be combined according to their sensory characteristics.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used.</p>	<p>To know that all food comes from plants or animals To know that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in The Eatwell Plate To know that everyone should eat at least five portions of fruit and vegetables every day To know how to prepare simple dishes safely and hygienically, without using a heat source</p>	<p>Food, Healthy, Hygiene, Experiment, Design, Recipe, Ingredients, Portion, Fruit, Vegetables.</p>
<p><b>Year 2</b></p>	<p>To work confidently within a range of contexts to design the bridge: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how they will make their products suitable for their intended users Use simple design criteria to help develop the product.</p> <p>To generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas To develop and communicate ideas by talking and drawing model ideas To use ICT, where appropriate, to develop and communicate their ideas</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety and hygiene.</p>	<p>To know that food ingredients should be combined according to their sensory characteristics and to experiment with different combinations.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used. To explore what materials products are made from explore what they like and dislike about products</p>	<p>To know that all food comes from plants or animals To know that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in The Eatwell Plate To know that everyone should eat at least five portions of fruit and vegetables every day To know how to prepare simple dishes safely and hygienically, without using a heat source To know how to use techniques such as cutting, peeling and grating</p>	<p>Food, Healthy, Hygiene, Experiment, Design, Criteria, Recipe, Ingredients, Portion, Fruit, Vegetables., Cutting, Peeling, Grating, Eatwell Plate.</p>

# Renewable Energy Project: KS1 (Cycle A)

<p><b>Year 1</b></p>	<p>To work confidently within a range of contexts to design: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment To state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how their products will work.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety To use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</p>	<p>To know the simple working characteristics of materials and components</p> <p>To understand the difference between standard energy and renewable energy</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used.</p>		<p>Renewable Energy, Pollution, Materials, Wind Farm, Fossil Fuels</p>
<p><b>Year 2</b></p>	<p>To work confidently within a range of contexts to design: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how their products will work.</p> <p>To know how they will make their products suitable for their intended users Use simple design criteria to help develop the product.</p> <p>To generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas To develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups To use ICT, where appropriate, to develop and communicate their ideas.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety. To use a range of materials and components, including construction materials and mechanical components. To measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design</p>	<p>To know the simple working characteristics of materials and components</p> <p>To understand the difference between standard energy and renewable energy</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used. To explore what materials products are made from explore what they like and dislike about products</p>		<p>Renewable Energy, Pollution, Materials, Energy Source, Wind Farm, Fossil Fuels, Wave Renewable Energy, Nuclear Energy</p>

# Food and Hygiene (Cycle B)

<p><b>Year 1</b></p>	<p>To work confidently within a range of contexts to create a healthy Roman meal: Story based, home, school and the wider environment To state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety and hygiene To use a range of materials and components, including food ingredients.</p>	<p>To know that food ingredients should be combined according to their sensory characteristics.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used.</p>	<p>To know that all food comes from plants or animals To know that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in The Eatwell Plate To know that everyone should eat at least five portions of fruit and vegetables every day To know how to prepare simple dishes safely and hygienically, without using a heat source</p>	<p>Food, Healthy, Hygiene, Experiment, Design, Recipe, Ingredients, Portion, Fruit, Vegetables.</p>
<p><b>Year 2</b></p>	<p>To work confidently within a range of contexts to design the bridge: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how they will make their products suitable for their intended users Use simple design criteria to help develop the product.</p> <p>To generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas To develop and communicate ideas by talking and drawing model ideas To use ICT, where appropriate, to develop and communicate their ideas.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety and hygiene.</p>	<p>To know that food ingredients should be combined according to their sensory characteristics and to experiment with different combinations.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used. To explore what materials products are made from explore what they like and dislike about products</p>	<p>To know that all food comes from plants or animals To know that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in The Eatwell Plate To know that everyone should eat at least five portions of fruit and vegetables every day To know how to prepare simple dishes safely and hygienically, without using a heat source To know how to use techniques such as cutting, peeling and grating</p>	<p>Food, Healthy, Hygiene, Experiment, Design, Criteria, Recipe, Ingredients, Portion, Fruit, Vegetables., Cutting, Peeling, Grating, Eatwell Plate.</p>

**Bug Hotel (Cycle B)**

<p><b>Year 1</b></p>	<p>To work confidently within a range of contexts to design the Bug Hotel: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment To state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how their products will work.</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety To use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</p>	<p>To know the simple working characteristics of materials and components</p> <p>To know how freestanding structures can be made stronger, stiffer and more stable.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used.</p>		<p>Bug Hotel Strength, Materials, Freestanding, Components, Product, Safety,</p>
<p><b>Year 2</b></p>	<p>To work confidently within a range of contexts to design the Bug Hotel: Story based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making.</p> <p>To know who the product is for- themselves or other users. To describe what their products are for.</p> <p>To know how their products will work.</p> <p>To know how they will make their products suitable for their intended users Use simple design criteria to help develop the product.</p> <p>To generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas To develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups To use ICT, where appropriate, to develop and communicate their ideas</p>	<p>To plan by suggesting what to do next. To select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics.</p> <p>To follow procedures for safety. To use a range of materials and components, including construction materials and mechanical components. To measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design</p>	<p>To know the simple working characteristics of materials and components</p> <p>To know how freestanding structures can be made stronger, stiffer and more stable.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To talk about their design ideas and what they are making. To make simple judgements about their products and ideas against design criteria To suggest how their products could be improved. To explore what products are and who or what they are for. To explore how products work and how or where they might be used. To explore what materials products are made from explore what they like and dislike about products</p>		<p>Bug Hotel, Strength, Materials, Freestanding, Components, Product, Safety, Measure, Mark Out, Shape, Mechanical, Join, Combine.</p>

**Night Light: Understanding Electrical Circuits  
(Cycle A: LKS2)**

<p><b>Year 3</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment in order to design and create an electrical product. To describe the purpose of their product. To indicate the design features of their products that will appeal to their target market. To explain how particular parts of their products work gather information about needs and wants of particular individuals and groups. To develop their own design criteria and use these to inform their ideas.</p>	<p>To select appropriate tools and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select appropriate materials and components suitable for the design brief. To order the main stages of the process. To follow procedures for safety and hygiene. To use a wider range of materials and components than in KS1. To measure, weigh, cut and shape ingredients with some accuracy Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make electrical products that are aesthetically pleasing and match the design brief. To know that textile materials and components have both functional properties and aesthetic qualities. To know how textile materials can be combined and mixed to create more useful characteristics. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To identify the strengths and areas for development in their ideas and products To consider the views of others, including intended users, to improve their work To refer to their design criteria as they design and make To use their design criteria to evaluate their completed products. To know about designers who have developed ground-breaking products and techniques. To know how well products have been designed and made</p>		<p>Light Electricity, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics.</p>
<p><b>Year 4</b></p>	<p><b>As per Year 3, also:</b> To share and clarify ideas through discussion. To model their ideas using different similar textile products. To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas. To use computer-aided design to develop and communicate their ideas. To generate realistic ideas, focusing on the needs of the user To make design decisions that take account of the availability of resources.</p>	<p>To select materials and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select appropriate materials suitable for the design brief. To order the main stages of the making process. To follow procedures for safety and hygiene. use a wider range of materials and components than in KS1. To measure, weigh, cut and shape ingredients with some accuracy Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make food products that are aesthetically pleasing and match the design brief. To know that textile materials have both functional properties and aesthetic qualities. To know how textile materials can be combined and mixed to create more useful characteristics. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p><b>As per Year 3, also:</b> To know why materials have been chosen To know what methods of preparation have been used To know how well products work to achieve their purposes To how well products meet user needs and wants who designed and made the products To know where and when products were designed and made To know whether certain textile materials products can be recycled or reused.</p>		<p>Light, Electricity, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Measuring.</p>



**Computer Controlled Device (Cycle A: LKS2)**

<b>Year 3</b>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment in order to design and create a computer controlled device.</p> <p>To describe the purpose of their computer controlled device</p> <p>To indicate the design features of their products that will appeal to their target market and fulfil its function</p> <p>To explain how particular parts of their products work.</p> <p>To use computer-aided design to develop and communicate their ideas.</p> <p>To gather information about needs and wants of particular individuals and groups.</p> <p>To develop their own design criteria and use these to inform their ideas.</p>	<p>To select appropriate tools and equipment suitable for the task.</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>To select appropriate materials and components suitable for the design brief.</p> <p>To order the main stages of the process.</p> <p>To follow procedures for safety and hygiene.</p> <p>To accurately assemble, join and combine materials and components.</p> <p>To use a wider range of materials and components than in KS1.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make electrical products that are aesthetically pleasing and match the design brief.</p> <p>To know that materials and components have both functional properties and aesthetic qualities.</p> <p>To know how materials can be combined and mixed to create more useful characteristics.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>To know how to program a computer to monitor changes in the environment and control their products</p>	<p>To identify the strengths and areas for development in their ideas and products</p> <p>To consider the views of others, including intended users, to improve their work</p> <p>To refer to their design criteria as they design and make</p> <p>To use their design criteria to evaluate their completed products.</p> <p>To know about inventors who have developed ground-breaking products and techniques.</p> <p>To know how well products have been designed and made</p>		<p>Computer Aided Design, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics.</p>
	<b>Year 4</b>	<p><b>As per Year 3, also:</b></p> <p>To share and clarify ideas through discussion.</p> <p>To model their ideas using different similar products.</p> <p>To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</p> <p>To use computer-aided design to develop and communicate their ideas.</p> <p>To generate realistic ideas, focusing on the needs of the user</p> <p>To make design decisions that take account of the availability of resources.</p>	<p>To select materials and equipment suitable for the task.</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>To select appropriate materials suitable for the design brief.</p> <p>To order the main stages of the making process.</p> <p>To follow procedures for safety.</p> <p>To accurately assemble, join and combine materials and components.</p> <p>use a wider range of materials and components than in KS1.</p> <p>To measure, weigh, cut and shape ingredients with some accuracy</p> <p>Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make food products that are aesthetically pleasing and match the design brief.</p> <p>To know that materials have both functional properties and aesthetic qualities.</p> <p>To know how materials can be combined and mixed to create more useful characteristics.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>To know how to program a computer to monitor changes in the environment and control their products.</p>		<p><b>As per Year 3, also:</b></p> <p>To know why materials have been chosen</p> <p>To know what methods of preparation have been used</p> <p>To know how well products work to achieve their purposes</p> <p>To how well products meet user needs and wants</p> <p>who designed and made the products</p> <p>To know where and when products were designed and made</p> <p>To know whether certain materials products can be recycled or reused.</p>

**Fashion and Textiles (Cycle B: LKS2)**

<p><b>Year 3</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment in order to design and create an electrical product. To describe the purpose of their product. To indicate the design features of their products that will appeal to their target market. To explain how particular parts of their products work gather information about needs and wants of particular individuals and groups. To develop their own design criteria and use these to inform their ideas.</p>	<p>To select appropriate tools and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select appropriate materials and components suitable for the design brief. To order the main stages of the process. To follow procedures for safety and hygiene. To use a wider range of materials and components than in KS1. To measure, weigh, cut and shape ingredients with some accuracy Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make electrical products that are aesthetically pleasing and match the design brief. To know that textile materials and components have both functional properties and aesthetic qualities. To know how textile materials can be combined and mixed to create more useful characteristics. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To identify the strengths and areas for development in their ideas and products To consider the views of others, including intended users, to improve their work To refer to their design criteria as they design and make To use their design criteria to evaluate their completed products. To know about designers who have developed ground-breaking products and techniques. To know how well products have been designed and made</p>		<p>Textiles, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics.</p>
<p><b>Year 4</b></p>	<p><b>As per Year 3, also:</b> To share and clarify ideas through discussion. To model their ideas using different similar textile products. To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas. To use computer-aided design to develop and communicate their ideas. To generate realistic ideas, focusing on the needs of the user To make design decisions that take account of the availability of resources.</p>	<p>To select materials and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select appropriate materials suitable for the design brief. To order the main stages of the making process. To follow procedures for safety and hygiene. use a wider range of materials and components than in KS1. To measure, weigh, cut and shape ingredients with some accuracy Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make food products that are aesthetically pleasing and match the design brief. To know that textile materials have both functional properties and aesthetic qualities. To know how textile materials can be combined and mixed to create more useful characteristics. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p><b>As per Year 3, also:</b> To know why materials have been chosen To know what methods of preparation have been used To know how well products work to achieve their purposes To how well products meet user needs and wants who designed and made the products To know where and when products were designed and made To know whether certain textile materials products can be recycled or reused.</p>		<p>Textiles, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring.</p>

<b>Year 3</b>	<p>To work confidently within a range of contexts, such as the home, school, leisure, Italian culture, enterprise, industry and the wider environment in order to design and create different Italian.</p> <p>To describe the purpose of their food products.</p> <p>To indicate the design features of their products that will appeal to their target market.</p> <p>To explain how particular parts of their products work</p> <p>gather information about needs and wants of particular individuals and groups.</p> <p>To develop their own design criteria and use these to inform their ideas.</p>	<p>To select cooking tools and equipment suitable for the task.</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>To select appropriate ingredients suitable for the design brief.</p> <p>To order the main stages of the recipe/ process.</p> <p>To follow procedures for safety and hygiene.</p> <p>use a wider range of food ingredients and components than KS1.</p> <p>To measure, weigh, cut and shape ingredients with some accuracy</p> <p>Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make food products that are aesthetically pleasing and match the design brief.</p> <p>To know that foods have both functional properties and aesthetic qualities.</p> <p>To know how food can be combined and mixed to create more useful characteristics.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>To identify the strengths and areas for development in their ideas and products</p> <p>To consider the views of others, including intended users, to improve their work</p> <p>To refer to their design criteria as they design and make</p> <p>To use their design criteria to evaluate their completed products.</p> <p>about chefs who have developed ground-breaking products and techniques.</p> <p>To know how well products have been designed and made</p>	<p>To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world that seasons may affect the food available.</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Food, Cooking, Hygiene, Recipe, Procedure Ingredients, Healthy, Design Brief, Aesthetic, Accuracy.</p>
	<p><b>Year 4</b></p> <p><b>As per Year 3, also:</b></p> <p>To share and clarify ideas through discussion of the main features of Italian foods.</p> <p>To model their ideas using different recipes.</p> <p>To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</p> <p>To use computer-aided design to develop and communicate their ideas</p> <p>To generate realistic ideas, focusing on the needs of the user</p> <p>To make design decisions that take account of the availability of resources.</p>	<p>To select cooking tools and equipment suitable for the task.</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>To select appropriate ingredients suitable for the design brief.</p> <p>To order the main stages of the recipe/ process.</p> <p>To follow procedures for safety and hygiene.</p> <p>use a wider range of food ingredients and components than KS1.</p> <p>To measure, weigh, cut and shape ingredients with some accuracy</p> <p>Accurately.</p>	<p>To know how to use learning from science and maths, such as weighing and measuring to help design and make food products that are aesthetically pleasing and match the design brief.</p> <p>To know that foods have both functional properties and aesthetic qualities.</p> <p>To know how food can be combined and mixed to create more useful characteristics.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>that food ingredients can be fresh, pre-cooked and processed</p>	<p><b>As per Year 3, also:</b></p> <p>To know why materials have been chosen</p> <p>what methods of preparation have been used</p> <p>To know how well products work to achieve their purposes</p> <p>To how well products meet user needs and wants</p> <p>who designed and made the products</p> <p>To know where and when products were designed and made</p> <p>To know whether certain food products can be recycled or reused.</p>	<p>To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate</p> <p>To know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Food, Cooking, Hygiene, Recipe, Procedure Ingredients, Healthy, Design Brief, Aesthetic, Accuracy, Weigh, Measure, Recycle, Pre-cooked, Processed, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>

**Moving Vehicles: Understanding Electrical Circuits (Cycle B: UKS2)**

<p><b>Year 5</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment To describe the purpose of their products To indicate the design features of their products that will appeal to intended users explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources</p>	<p>To select tools and equipment suitable for the task To explain their choice of tools and equipment in relation to the skills and techniques they will be using To select materials and components suitable for the task To explain their choice of materials and components according to function and aesthetic qualities To formulate a step-by-step plan as a guide to making. To follow procedures for safety and hygiene To use a wider range of materials and components than KS1. To accurately measure, mark out, cut and shape materials and components</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that food has both functional properties and aesthetic qualities. To know that materials can be combined and mixed to create different outcomes. To know the correct technical vocabulary for the projects they are undertaking. To know that that a design can be adapted by adding or substituting one or more materials/ components.</p>	<p>To identify the strengths and areas for development in their ideas and products To consider the views of others, including intended users, to improve their work To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make To evaluate their ideas and products against their original design specification To know about inventors and manufacturers who have developed ground-breaking products.</p>		<p>Vehicle, Electricity, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics.</p>
<p><b>Year 6</b></p>	<p><b>As per Year 5, also:</b> To identify the needs, wants, preferences and values of particular individuals and groups. To develop a simple design specification to guide their thinking, share and clarify ideas through discussion. To model their ideas using prototypes and pattern pieces. To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas To use computer-aided design to develop and communicate their ideas generate innovative ideas drawing on research. To make design decisions taking account of constraints such as time, resources and cost.</p>	<p>To select tools and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select materials and components suitable for the task To explain their choice of materials and components according to function and aesthetic qualities To formulate a step-by-step plan as a guide to making. To follow procedures for safety and hygiene To use a wider range of materials and components than KS1. To accurately measure, mark out, cut and shape materials and components To accurately apply a range of finishing techniques on their electrical products. To use techniques that involve a number of steps To demonstrate resourcefulness when tackling practical problems.</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that food has both functional properties and aesthetic qualities. To know that materials can be combined and mixed to create different flavours. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p><b>As per Year 5, also:</b> To know how well products have been designed and made To know how well products work to achieve their purposes. To know how well products meet user needs and wants To know how much products cost to make. To know how innovative products are how sustainable the materials in products are. To know what impact products have beyond their intended purpose.</p>		<p>Vehicle, Electricity, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring.</p>

**Structures: Egyptian Shaduf (Cycle A: UKS2)**

<p><b>Year 5</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment To describe the purpose of their products To indicate the design features of their products that will appeal to intended users explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources</p>	<p>To select tools and equipment suitable for the task To explain their choice of tools and equipment in relation to the skills and techniques they will be using To select materials and components suitable for the task To explain their choice of materials and components according to function and aesthetic qualities To formulate a step-by-step plan as a guide to making. To accurately assemble, join and combine materials and components, selecting the correct materials carefully. To follow procedures for safety and hygiene To use a wider range of materials and components than KS1. To accurately measure, mark out, cut and shape materials and components</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that food has both functional properties and aesthetic qualities. To know that materials can be combined and mixed to create different outcomes. To know the correct technical vocabulary for the projects they are undertaking. To know that that a design can be adapted by adding or substituting one or more materials/ components.</p>	<p>To identify the strengths and areas for development in their ideas and products To consider the views of others, including intended users, to improve their work To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make To evaluate their ideas and products against their original design specification To know about inventors and manufacturers who have developed ground-breaking products.</p>		<p>Shaduf, Irrigation, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring, Inventors, Research.</p>
<p><b>Year 6</b></p>	<p><b>As per Year 5, also:</b> To identify the needs, wants, preferences and values of particular individuals and groups. To develop a simple design specification to guide their thinking, share and clarify ideas through discussion. To model their ideas using prototypes and pattern pieces. To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas To use computer-aided design to develop and communicate their ideas generate innovative ideas drawing on research. To make design decisions taking account of constraints such as time, resources and cost.</p>	<p>To select tools and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select materials and components suitable for the task To explain their choice of materials and components according to function and aesthetic qualities To formulate a step-by-step plan as a guide to making. To accurately assemble, join and combine materials and components, selecting the correct materials carefully. To follow procedures for safety and hygiene To use a wider range of materials and components than KS1. To accurately measure, mark out, cut and shape materials and components To accurately apply a range of finishing techniques on their electrical products. To use techniques that involve a number of steps To demonstrate resourcefulness when tackling practical problems.</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that food has both functional properties and aesthetic qualities. To know that materials can be combined and mixed to create different flavours. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p><b>As per Year 5, also:</b> To know how well products have been designed and made To know how well products work to achieve their purposes. To know how well products meet user needs and wants To know how much products cost to make. To know how innovative products are how sustainable the materials in products are. To know what impact products have beyond their intended purpose.</p>		<p>Shaduf, Irrigation, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring, Inventors, Research.</p>

Sewing and Stitching (Cycle A: UKS2)

<p><b>Year 5</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment To describe the purpose of their products To indicate the design features of their products that will appeal to intended users explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources</p>	<p>To select tools and equipment suitable for the task To explain their choice of tools and equipment in relation to the skills and techniques they will be using To select textile materials and components suitable for the task To explain their choice of textile materials and components according to function and aesthetic qualities To formulate a step-by-step plan as a guide to making. To follow procedures for safety and hygiene To use a wider range of materials and components than KS1. To accurately measure, mark out, cut and shape materials and components</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that textiles have both functional properties and aesthetic qualities. To know that textile materials can be combined and mixed to create different outcomes. To know the correct technical vocabulary for the projects they are undertaking. To know that that a design can be adapted by adding or substituting one or more materials/ components.</p>	<p>To identify the strengths and areas for development in their ideas and products To consider the views of others, including intended users, to improve their work To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make To evaluate their ideas and products against their original design specification To know about designers and manufacturers who have developed ground-breaking products.</p>		<p>Textiles, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring, Inventors, Research.</p>
<p><b>Year 6</b></p>	<p><b>As per Year 5, also:</b> To identify the needs, wants, preferences and values of particular individuals and groups. To develop a simple design specification to guide their thinking, share and clarify ideas through discussion. To model their ideas using prototypes and pattern pieces. To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas To use computer-aided design to develop and communicate their ideas generate innovative ideas drawing on research. To make design decisions taking account of constraints such as time, resources and cost.</p>	<p>To select tools and equipment suitable for the task. To explain their choice of tools and equipment in relation to the skills and techniques they will be using. To select materials and components suitable for the task To explain their choice of textile materials and components according to function and aesthetic qualities To formulate a step-by-step plan as a guide to making. To follow procedures for safety and hygiene To use a wider range of textile materials and components than KS1. To accurately measure, mark out, cut and shape textile materials and components To accurately apply a range of finishing techniques on their electrical products. To use techniques that involve a number of steps To demonstrate resourcefulness when tackling practical problems.</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that food has both functional properties and aesthetic qualities. To know that foods can be combined and mixed to create different flavours. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p><b>As per Year 5, also:</b> To know how well products have been designed and made To know how well textile products work to achieve their purposes. To know how well textile products meet user needs and wants To know how much textile products cost to make. To know how innovative products are how sustainable the materials in products are. To know what impact textile products have beyond their intended purpose.</p>		<p>Textiles, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring, Inventors, Research.</p>

Textiles: Phone Cases(Cycle B: UKS2)

	<b>Year 5</b>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>To describe the purpose of their products</p> <p>To indicate the design features of their products that will appeal to intended users</p> <p>explain how particular parts of their products work</p> <p>carry out research, using surveys, interviews, questionnaires and web-based resources</p>	<p>To select tools and equipment suitable for the task</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>To select textile materials and components suitable for the task</p> <p>To explain their choice of textile materials and components according to function and aesthetic qualities</p> <p>To formulate a step-by-step plan as a guide to making.</p> <p>To follow procedures for safety and hygiene</p> <p>To use a wider range of materials and components than KS1.</p> <p>To accurately measure, mark out, cut and shape materials and components</p>	<p>To know how to use learning from science and maths to help design and make products that work.</p> <p>To know that textiles have both functional properties and aesthetic qualities.</p> <p>To know that textile materials can be combined and mixed to create different outcomes.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>To know that that a design can be adapted by adding or substituting one or more materials/ components.</p>	<p>To identify the strengths and areas for development in their ideas and products</p> <p>To consider the views of others, including intended users, to improve their work</p> <p>To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>To evaluate their ideas and products against their original design specification</p> <p>To know about designers and manufacturers who have developed ground-breaking products.</p>		<p>Textiles, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring, Inventors, Research.</p>
	<b>Year 6</b>	<p><b>As per Year 5, also:</b></p> <p>To identify the needs, wants, preferences and values of particular individuals and groups.</p> <p>To develop a simple design specification to guide their thinking, share and clarify ideas through discussion.</p> <p>To model their ideas using prototypes and pattern pieces.</p> <p>To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>To use computer-aided design to develop and communicate their ideas</p> <p>generate innovative ideas drawing on research.</p> <p>To make design decisions taking account of constraints such as time, resources and cost.</p>	<p>To select tools and equipment suitable for the task.</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>To select materials and components suitable for the task</p> <p>To explain their choice of textile materials and components according to function and aesthetic qualities</p> <p>To formulate a step-by-step plan as a guide to making.</p> <p>To follow procedures for safety and hygiene</p> <p>To use a wider range of textile materials and components than KS1.</p> <p>To accurately measure, mark out, cut and shape textile materials and components</p> <p>To accurately apply a range of finishing techniques on their electrical products.</p> <p>To use techniques that involve a number of steps</p> <p>To demonstrate resourcefulness when tackling practical problems.</p>	<p>To know how to use learning from science and maths to help design and make products that work.</p> <p>To know that food has both functional properties and aesthetic qualities.</p> <p>To know that foods can be combined and mixed to create different flavours.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p><b>As per Year 5, also:</b></p> <p>To know how well products have been designed and made</p> <p>To know how well textile products work to achieve their purposes.</p> <p>To know how well textile products meet user needs and wants</p> <p>To know how much textile products cost to make.</p> <p>To know how innovative products are how sustainable the materials in products are.</p> <p>To know what impact textile products have beyond their intended purpose.</p>		<p>Textiles, Procedure, Materials, Components, Design Brief, Criteria, Safety, Product, Characteristics, Recycled, Reused, Functional, Aesthetic, Weighing Measuring, Inventors, Research.</p>

# Food: Greek Café (Cycle B: UKS2)

<p><b>Year 5</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>To describe the purpose of their products</p> <p>To indicate the design features of their products that will appeal to intended users</p> <p>explain how particular parts of their products work</p> <p>carry out research, using surveys, interviews, questionnaires and web-based resources</p>	<p>To select tools and equipment suitable for the task</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>To select ingredients and components suitable for the task</p> <p>To explain their choice of ingredients according to taste and aesthetic qualities</p> <p>To formulate a step-by-step plan as a guide to making.</p> <p>To follow procedures for safety and hygiene</p> <p>To use a wider range of materials and components than KS1, including food ingredients and tools.</p> <p>To accurately measure, mark out, cut and shape materials and components</p>	<p>To know how to use learning from science and maths to help design and make products that work.</p> <p>To know that food has both functional properties and aesthetic qualities.</p> <p>To know that foods can be combined and mixed to create different flavours.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>To know that that a recipe can be adapted by adding or substituting one or more ingredients.</p>	<p>To identify the strengths and areas for development in their ideas and products</p> <p>To consider the views of others, including intended users, to improve their work</p> <p>To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>To evaluate their ideas and products against their original design specification</p> <p>To know about chefs and manufacturers who have developed ground-breaking products.</p>	<p>To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>that seasons may affect the food available.</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>To know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>	<p>Food, Cooking, Hygiene, Recipe, Procedure</p> <p>Ingredients, Healthy, Design Brief, Aesthetic, Accuracy, Weigh, Measure, Recycle, Pre-cooked, Processed, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking, Evaluate, Critical.</p>
<p><b>Year 6</b></p>	<p><b>As per Year 5, also:</b></p> <p>To identify the needs, wants, preferences and values of particular individuals and groups.</p> <p>To develop a simple design specification to guide their thinking, share and clarify ideas through discussion.</p> <p>To model their ideas using prototypes and pattern pieces</p> <p>To use annotated cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>To use computer-aided design to develop and communicate their ideas</p> <p>generate innovative ideas drawing on research.</p> <p>To make design decisions taking account of constraints such as time, resources and cost.</p>	<p>To select tools and equipment suitable for the task</p> <p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>To select ingredients and components suitable for the task</p> <p>To explain their choice of ingredients according to taste and aesthetic qualities</p> <p>To formulate a step-by-step plan as a guide to making.</p> <p>To follow procedures for safety and hygiene</p> <p>To use a wider range of materials and components than KS1, including food ingredients and tools.</p> <p>To accurately measure, mark out, cut and shape materials and components</p> <p>To accurately apply a range of finishing techniques on their food products.</p> <p>To use techniques that involve a number of steps</p> <p>To demonstrate resourcefulness when tackling practical problems.</p>	<p>To know how to use learning from science and maths to help design and make products that work.</p> <p>To know that food has both functional properties and aesthetic qualities.</p> <p>To know that foods can be combined and mixed to create different flavours.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p> <p>To know that that a recipe can be adapted by adding or substituting one or more ingredients.</p>	<p><b>As per Year 5, also:</b></p> <p>To know how well products have been designed and made</p> <p>To know why foods have been chosen for the recipe.</p> <p>To know how well products work to achieve their purposes.</p> <p>To know how well products meet user needs and wants</p> <p>To know how much products cost to make.</p> <p>To know how innovative products are how sustainable the materials in products are.</p> <p>To know what impact products have beyond their intended purpose.</p>	<p>To know how food is processed into ingredients that can be eaten or used in cooking.</p>	<p>Food, Cooking, Hygiene, Recipe, Procedure</p> <p>Ingredients, Healthy, Design Brief, Aesthetic, Accuracy, Weigh, Measure, Recycle, Pre-cooked, Processed, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking, Evaluate, Critical, Innovative, Texture, Aroma.</p>



<p><b>Year 5</b></p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment To describe the purpose of their products To indicate the design features of their products that will appeal to intended users explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources</p>	<p>To select tools and equipment suitable for the task To explain their choice of tools and equipment in relation to the skills and techniques they will be using To select ingredients and components suitable for the task To explain their choice of ingredients according to taste and aesthetic qualities To formulate a step-by-step plan as a guide to making. To follow procedures for safety and hygiene To use a wider range of materials and components than KS1, including food ingredients and tools. To accurately measure, mark out, cut and shape materials and components</p>	<p>To know how to use learning from science and maths to help design and make products that work. To know that food has both functional properties and aesthetic qualities. To know that foods can be combined and mixed to create different flavours. To know the correct technical vocabulary for the projects they are undertaking. To know that that a recipe can be adapted by adding or substituting one or more ingredients.</p>	<p>To identify the strengths and areas for development in their ideas and products To consider the views of others, including intended users, to improve their work To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make To evaluate their ideas and products against their original design specification To know about chefs and manufacturers who have developed ground-breaking products.</p>	<p>To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world that seasons may affect the food available. To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking that recipes can be adapted to change the appearance, taste, texture and aroma</p>	<p>Food, Cooking, Hygiene, Recipe, Procedure Ingredients, Healthy, Design Brief, Aesthetic, Accuracy, Weigh, Measure, Recycle, Pre-cooked, Processed, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking, Evaluate, Critical.</p>
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