

Sutton Valence Primary School

Design and Technology Progression of Skills and Knowledge for the Wider Curriculum



At Sutton Valence Primary School we have used the National Curriculum alongside looking the programme Kapow and Cooking Matters to map out our progression of skills. This is to support staff confidence in how each year group fits into the big picture within Design and Technology in Primary Education and that therefore all lessons are planned progressively by building on previous knowledge and skills to ensure that all topics are covered in KS1 and KS2.

Some skills will be taught explicitly through Earth Class. In KS1 and KS2 pupils use hacksaws, hammer and nails, bow saw, loppers and knife work skills. Pupils plan and build a variety of structures including shelter building, moving onto more complex and advanced shelters, understanding the key considerations when building shelters at different times of the year. Links are made to classwork where possible to consolidate and extend learning opportunities. In Earth Class, pupils navigate their own learning journey according to their interests; they continually design, make and evaluate.

In KS2 all year groups will be participating in cooking skills and learning about food and nutrition. Using a combination of Kapow and Cooking Matters the pupils will develop their cooking skills and knowledge of kitchen hygiene and safety.

Some of the DT objectives will be covered and developed during art lessons where pupils will apply their knowledge and skills to different topics and areas.

Staff will be expected to record the attainment of pupils after each project as a means of tracking the development of skills.

Reception have been included in this document to highlight the prior knowledge and skills that they will need to have achieved by the end of EYFS in order to be successful in Year 1. These objectives link to Early Learning Goals as well as the Non-Statutory Guidance Development Matters, and are taught through a range of adult and pupil led activities.

Early Years	
Food and Nutrition Learn how eating food is needed for growth and to be healthy. Learn the importance of drinking water and brushing your teeth. Cooking should take place in groups of 3-4, using hands to cook as well as simple utensils.	Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories
Provision for play should be inside and outside so pupil can transport pretend food and picnics. Playdough resources should include baking trays, recycled packaging, knives, potato mashers and birthday candles as this can lead to discussions that develop pupil's knowledge of cooking at an age-appropriate level.	Provisions to design and construct should be inside and outside to access independently. Provisions should include a range of construction materials such as; wooden blocks, junk modelling, crates, drainpipes, guttering etc... Pupils should be encouraged to talk about their creations and explore ways to develop and improve their designs. Pupils should have provisions to mark make, draw and label designs and plans.
Knowledge Teach pupil about kitchen safety – hot oven and hobs and using utensils safely. Allow each pupil to have a go at developing a cooking skill (chopping and cutting of soft ingredients using a strong plastic knife and spoons for stirring, mashing and blending) Allow pupil to hold food whilst preparing it. The more pupil hold the food the more they feel involved in the process and more likely to eat the food at the end. Use sensory aspects of food to engage pupil look at smell and touch. Use strong smelling and tasting ingredients. Use picture cards and signs to communicate with pupil with additional needs or disabilities.	Knowledge Take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Read numbers on the scale together for early maths practice.					
Vocabulary ● Fruit ● Vegetables ● Safety ● Knife ● Blade ● Tool ● Edge ● Handle ● Chop ● Slice ● Cut ● Saucepan ● Blender ● Chopping board ● Hob ● Boil ● Blend ● Mix ● Packaging ● Recyclable ● Metal ● Plastic ● Reusable			Vocabulary ● Join ● Stick ● Cut ● Bend ● Slot ● Scissors ● Measure ● Materials ● Fix		
Pupils working towards - term 1	Pupils working towards - term 2	Pupils working towards - term 3	Pupils working towards - term 4	Pupils working towards - term 5	Pupils working towards - term 6

Year One		
Food: Fruit and Vegetables	Structures: Constructing Windmills	Mechanisms: Wheels and Axles
Design Designing smoothie carton packaging by-hand or on ICT software.	Design • Learning the importance of a clear design criteria • Including individual preferences and requirements in a design	Design • Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • Creating clearly labelled drawings that illustrate movement.
Make • Chopping fruit and vegetables safely to make a smoothie. • Identifying if a food is a fruit or a vegetable. • Learning where and how fruits and vegetables grow.	Make • Making stable structures from card, tape and glue • Learning how to turn 2D nets into 3D structures • Following instructions to cut and assemble the supporting structure of a windmill • Making functioning turbines and axles which are assembled into a main supporting structure	Make Adapting mechanisms, when: • they do not work as they should. • to fit their vehicle design. • to improve how they work after testing their vehicle.
Evaluate • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging.	Evaluate Evaluating own work and work of others. Recognising which windmill is the strongest and the most supportive structure.	Evaluate Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.
Knowledge • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not.	Technical Skills • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle.	Technical Skills • To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be attached to a rotating axle. • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. • To know that the frame of a vehicle (chassis) needs to be balanced.

• To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)	• To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. Additional skills needed prior to completing unit. • To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the client's needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure.	Additional Skills needed prior to completing unit • To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.
Outcome Design a fruit and vegetable smoothie with packaging.	Outcome Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.	Outcome Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.
Vocabulary • Blender • Carton • Fruit • Healthy • Ingredients • Peel • Peeler • Recipe • Slice • Smoothie • Stencil • Template • Vegetable	Vocabulary • Client • Design • Evaluation • Net • Stable • Strong • Test • Weak • Windmill	• Axle • Axle holder • Chassis • Design • Evaluation • Fix • Mechanic • Mechanism • Model • Test • Wheel

Pupil who have not met outcome		

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Year Two		
Food: A balanced diet	Textiles: Designing a pouch	Mechanisms: Make a moving monster
Design Designing a healthy wrap based on a food combination which works well together.	Design Designing a pouch.	Design • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria.
Make • Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief.	Make • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template.	Make • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.
Evaluate • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective.	Evaluate Troubleshooting scenarios posed by teacher.	Evaluate • Evaluating own designs against design criteria. • Using peer feedback to modify a final design.
Knowledge • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging.	Knowledge • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch.	Technical Skills • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working.

• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that 'ingredients' means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'	• To know that a thimble can be used to protect my fingers when sewing	• To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.
Outcome Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.	Outcome Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	Outcome Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.
Vocabulary • Alternative • Diet • Balanced diet • Evaluation • Expensive • Healthy • Ingredients • Nutrients • Packaging • Refrigerator • Sugar • Substitute	Vocabulary • Accurate • Fabric • Knot • Pouch • Running-stitch • Sew • Shape • Stencil • Template • Thimble	Vocabulary • Evaluation • Input • Lever • Linear motion • Linkage • Mechanical • Mechanism • Motion • Oscillating motion • Output • Pivot • Reciprocating motion • Rotary motion • Survey
Pupil who have not met outcome		

Year Three		
Food and Nutrition:	Structures: Constructing a Castle	Mechanisms: Pneumatic toys
Design • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.	Design • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software	Design • Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly.
Make • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe.	Make • Constructing a range of 3D geometric shapes using nets . • Creating special features for individual designs. • Making facades from a range of recycled materials.	Make • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design
Evaluate • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging.	Evaluate • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	Evaluate • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
Knowledge: • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons.	Technical Skills • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures.	Technical Skills • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.

• To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits.		
Outcome Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.	Outcome Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).	Outcome Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.
Vocabulary • Climate • Dry climate • Exported • Imported • Mediterranean climate • Nationality • Nutrients • Polar climate • Recipe • Seasonal food • Seasons • Temperate climate • Tropical climate	Vocabulary • 2D shapes • 3D shapes • Castle • Design criteria • Evaluate • Facade • Feature • Flag • Net • Recyclable • Scoring • Stable • Strong • Structure • Tab • Weak	Vocabulary • Exploded-diagram • Function • Input • Lever • Linkage • Mechanism • Motion • Net • Output • Pivot • Pneumatic system • Thumbnail sketch
Pupil who have not met outcome		

Year Four		
Food and Nutrition:	Textiles: Fastenings	
Design • Designing a biscuit within a given budget, drawing upon previous taste testing judgements.	Design • Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve.	Design • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.
Make • Following a baking recipe, from start to finish, including the preparation of ingredients. • Cooking safely, following basic hygiene rules. • Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).	Make • Making and testing a paper template with accuracy and in keeping with the design criteria. • Measuring, marking and cutting fabric using a paper template. • Selecting a stitch style to join fabric, working neatly by sewing small, straight stitches. • Incorporating fastening to a design.	Make • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.
Evaluate • Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range of food products. • Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).	Evaluate • Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful. • Suggesting modifications for improvement. • Articulating the advantages and disadvantages of different fastening types.	Evaluate • Evaluating electrical products. • Testing and evaluating the success of a final product.
Knowledge • To know that the amount of an ingredient in a recipe is known as the 'quantity.'	Knowledge • To know that a fastening is something which holds two pieces of material together for	Technical Knowledge • To know that an electrical circuit must be complete for electricity to flow.

• To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. • To understand the importance of budgeting while planning ingredients for biscuits. • Know how to keep teeth healthy	example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.	• To know that a switch can be used to complete and break an electrical circuit.
Outcome • Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.	Outcome Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.	Outcome Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.
Vocabulary • Adapt • Budget • Cooling rack • Creaming • Equipment • Evaluation • Flavour • Ingredients • Method • Net • Packaging • Prototype • Quantity • Recipe • Rubbing • Sieving • Target audience • Unit of measurement • Utilities	Vocabulary • Aesthetic • Assemble • Book sleeve • Design criteria • Evaluation • Fabric • Fastening • Mock-up • Net • Running-stitch • Stencil • Target audience • Target customer • Template	Vocabulary • Battery • Bulb • Buzzer • Cell • Component • Conductor • Copper • Design criteria • Electrical item • Electricity • Electronic item • Function • Insulator • Series circuit • Switch • Test • Torch • Wire
Pupil who did not meet outcome		

Year Five		
Food and Nutrition:	Structures: Bridges	Electrical Systems: Doodlers
Design • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe.	Design • Designing a stable structure that is able to support weight. • Creating a frame structure with a focus on triangulation.	Design • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user.
Make • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe.	Make • Making a range of different shaped beam bridges. • Using triangles to create truss bridges that span a given distance and support a load. • Building a wooden bridge structure. • Independently measuring and marking wood accurately. • Selecting appropriate tools and equipment for particular tasks. • Using the correct techniques to saws safely. • Identifying where a structure needs reinforcement and using card corners for support. • Explaining why selecting appropriating materials is an important part of the design process. • Understanding basic wood functional properties.	Make • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria.
Evaluate Identifying the nutritional differences between different products and recipes.	Evaluate Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.	Evaluate

• Identifying and describing healthy benefits of food groups	• Suggesting points for improvements for own bridges and those designed by others.	• Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product.
Knowledge •To know the importance of eating regular meals, eating a healthy breakfast and appropriate portion sizes for meals. •To know which nutrients in food help keep they body healthy and active. •Know how to use the Eat well guide	Technical Knowledge • To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To understand the material (functional and aesthetic) properties of wood.	Technical Knowledge • To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.
Outcome Make a healthy breakfast in groups. Make fish cake dish, knowing the nutrients needed and how they keep the body healthy.	Outcome Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.	Outcome The Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.
Vocabulary • Beef • Cross-contamination • Diet • Ethical issues • Farm • Healthy • Ingredients • Method • Nutrients • Packaging • Reared • Recipe •	Vocabulary • Abutment • Accurate • Arched bridge • Beam bridge • Coping saw • Evaluation • File • Mark out • Material properties • Measure • Predict • Reinforce • Research • Sandpaper • Set square	Vocabulary • Circuit component • Configuration • Current • Develop • DIY • Investigate • Motor • Motorised • Problem solve • Product analysis • Series circuit • Stable • Target user

Research • Substitute • Supermarket • Vegan • Vegetarian • Welfare	• Suspension bridge • Tenon saw • Test • Truss bridge • Wood	
Pupil who did not meet outcome		

Year Six		
Food and Nutrition:	Structures: Playgrounds	Mechanisms: Automata toys
Design • Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.	Design • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.	Design • Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. • Understanding how linkages 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 my design.
Make • Following a recipe, including using the correct quantities of each ingredient. • Adapting a recipe based on research. • Working to a given timescale. • Working safely and hygienically with independence. • Know how to cook a simple meal from start to finish.	Make • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.	Make • Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. • Measuring, marking and cutting components accurately using a 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.
Evaluate • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups.	Evaluate • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.	Evaluate • Evaluating the work of others and receiving feedback on own work. • Applying points of improvement to their toys. • Describing changes they would make/do if they were to do the project again.

		Analysing whether changes in configuration positively or negatively affect an existing product.
Knowledge - Know the value of eating sociably with others and understand how to keep hydrated. - Know how to make healthy food choices and eat seasonably. - Comprehensive knowledge of kitchen safety and hygiene and cross contamination rules. - Can use knife safely and confidently to chop a variety of foods. - Understand correct portion sizes when serving food. - Understand which foods can be served together to make a balanced meal	Technical Knowledge - To know that structures can be strengthened by manipulating materials and shapes. - To understand what a 'footprint plan' is. - To understand that in the real world, design , can impact users in positive and negative ways. - To know that a prototype is a cheap model to test a design idea.	Technical Knowledge - To understand that the mechanism in an automata uses a system of cams, axles and followers. - To understand that different shaped cams produce different outputs.
Outcome Work in small groups to make a healthy pasta dish using seasonable vegetables and local products.	Outcome Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.	Outcome Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.
Vocabulary Accompaniment • Collaboration • Cookbook • Cross-contamination • Equipment • Farm • Flavour • Illustration • Imperative-verb • Ingredients • Method • Nationality • Preparation • Processed • Reared • Recipe • Research • Storyboard • Target audience • Top tips • Unit of measurement	Vocabulary Adapt • Apparatus • Bench hook • Cladding • Coping saw • Design • Dowel • Evaluation • Feedback • Idea • Jelutong • Landscape • Mark out • Measure • Modify • Natural materials • Plan view • Playground • Prototype • Reinforce • Sketch • Strong • Structure • Tenon saw • Texture • User • Vice • Weak	Vocabulary Accurate • Assembly-diagram • Automata • Axle • Bench hook • Cam • Clamp • Component • Cutting list • Diagram • Dowel • Drill bits • Exploded-diagram • Finish • Follower • Frame • Function • Hand drill • Jelutong • Linkage • Mark out • Measure • Mechanism • Model • Research • Right-angle • Set square • Tenon saw

Pupil who did not meet outcome		