P4P L4
   use planning tools to manage time, identify and record key stages, associated resources, and actions to be undertaken, with progress review points clearly indicated
   review progress at set review point, and revise time management as appropriate to ensure completion of an outcome
	meyl Harris
	e mail / Deirdre
	  - BoT meeting
	  - final proposal

BDL3 Describe attributes for the outcome and identify those which are key for the development and evaluation of outcome **BD L4** establish the key attributes for an outcome informed by stakeholder consideration communicate key attributes that allow an outcome to be evaluated as fit for purpose	Research activity Read What makes a good playground? http://www.web.uwa.edu.au/__data/assets/pdf_file/0011/1857467/What-makes-a-good-play-area-literature-summaryfeb2011.pdf Identify what is important from most to least

COTO L3
   explain why a technological outcome would be called 'good' or 'bad' design
 	
        P+C
	What makes a good playground? What makes a bad playground?
	attributes (record)
	World's Best Playgrounds
	https://www.youtube.com/watch?v=sqPf-D_WG3E
	
	Watch again in pairs and record 321 chart
	whole class discussion
	
	3 must haves
	2 would like to have
	1 if I could have

ODE L3
   describe design ideas for potential (either through drawing, models and/or verbally)outcomes
   evaluate design ideas in terms of key attributes to develop a conceptual design for the outcome
   select materials/components, based on their performance properties, for use in the production of the outcome
ODE L4
undertake functional modelling to develop design ideas into a conceptual design that addresses the key attributes
	Plan for day trip to experience different playgroups. ✓
	design statistical survey ✓
	collect data and record as graph ✓ *anything*
	things to consider (chn with disabilities) *–only briefly*
	
	Individual evaluation ✓ *—Fishbone*
	
	interview younger children *— Sequence*
	observe own playgroup (photos to adapt) *& Graphic Organiser*
	things to consider - environmental (Summer/Winter shade/light,)
	Keep, change, chuck chart *How Do you Know L2*

COT L3
   describe how social and/or environmental issues can influence what people decided to make, how they would undertake planning, the selection of resources, and how they would make and test an outcome
   explain why particular technological outcomes have changed over time
 	
COTO L3
   explain why a technological outcome would be called 'good' or 'bad' design
 	
COTO L4
   explain possible physical and functional attributes for a technological outcome when provided with intended user/s, a purpose, and relevant social. cultural and environmental details to work within
	Playgrounds past and present *Adapting old ideas/connected*
	https://learningatleurain2f.weebly.com/science-playgrounds-past--present.html
	Venn diagram *Yr 7's Five Forks / Steampunk – Seesaw*
	Health and Safety rules _ Who makes the rules? Are they changed? Why? Who do we contact to find out what out current ones are? (museum, local council, Ministry of Education Dept)
	https://education.govt.nz/school/property/state-schools/school-facilities/playgrounds/
	
	revisit attributes - do we need to add/ delete - have we forgotten anything?
	
	Design process (draw) *De Bono Hats*
	Does it meet the brief?
	keep, change, chuck
	
	Model -(materials)
	scale models. 3D
	functional modelling
	
	Add where K.C are taught!
	
	Individual evaluation

All Students enthusiastic from beginning – engaged- actively participating understands that this is a realistic option.

Yr 7 Road Trip - Five Forks / Steampunk — Venn / Seesaw - & Solid research

Survey questions were limited – revisited them to ensure they had information (%) to present to board

evaluation - halfway — Fishbone / Design concepts

School designs came for talk (what's the most important ?
*   "   "   "*
*   to do first?*

Start of unit > Introduce K.C. What does it look like in Technology?
Draft run with Deirdre — BoT meeting Oct 31st 3pm
*   to give final presentation.*