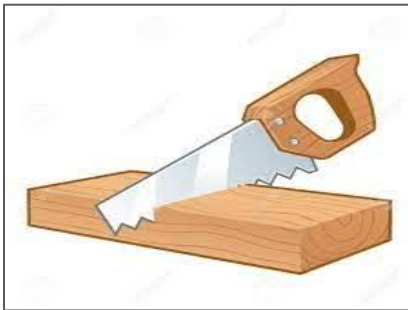
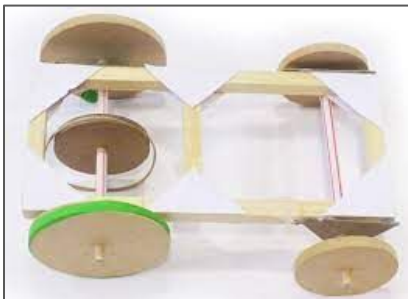


# Key Question: Are you as fast as Lewis Hamilton?

Explore how we can build a car to go as fast as possible.

## Vocabulary

<b>Saw</b>	Cut wood or other hard material using a saw
<b>Measure</b>	Discover the exact size or amount of something
<b>Join</b>	Connect or fasten things together
<b>Rotation</b>	Movement in a circle around a fixed point
<b>Glue</b>	Join something to something else with a sticky substance that makes the two things stay together when it dries
<b>Glue gun</b>	A piece of equipment that heats glue
<b>Wheels</b>	A circular object connected at the centre to a bar, used for making vehicles or parts of machines move

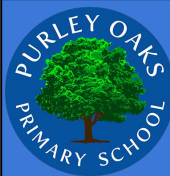


In this topic, **we are learning to:**

- **Explore** different types of materials and equipment we could use. Look at key designs. .
- **Generate** different designs and evaluate their practicalities.
- **Decide** on strengths and areas for development. .
- **Create** mark out, cut and shape, using the appropriate equipment and techniques.
- **Evaluate** our final product carrying out appropriate tests to ensure speed.

### Skills required:

- Measure
- Saw
- Join



# Key Question: Are you as fast as Lewis Hamilton?

## Explore how we can build a car to go as fast as possible.



### Assessment Focus:

#### **Explore**

- develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.
- learn about inventors, designers, engineers, chefs and manufacturers who have developed ground -breaking products.
  - be able to disassemble and evaluate familiar products and consider the views of others to improve them.
  - evaluate the key designs of individuals in design and technology has helped shape the world.

#### **Generate:**

- start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.
  - confidently make labelled drawings from different views showing specific features.
  - when planning consider the views of others, including intended users, to improve our work.
  - when planning explain our choice of materials and components according to function and aesthetic.
- Select a wider range of tools and techniques for making their product safely.

#### **Decide:**

- identify the strengths and areas for development in our ideas and products.

#### **Create:**

- know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
- start to join and combine materials and components accurately in temporary and permanent ways.
- know how mechanical systems such as levers and sliders create movement.
- understand how to reinforce and strengthen a 3D framework.
- demonstrate how to measure, tape or pin, cut and join materials with some accuracy.
- begin to use finishing techniques to strengthen and improve the appearance of our product using a range of equipment including ICT.

#### **Evaluate:**

- evaluate our products carrying out appropriate tests.
- start to evaluate our work both during and at the end of the assignment.