

Subject	Grade	Stream	Week Commencing	Week No	Period	Chapter	Page No	Overview	Vocabulary	SLO Codes (with comma)	Assessment Focus
Design Technology	6	General	2nd September	1	1	1	14-19	Start by going through the unit 1 overview, the keywords and learning outcomes for the unit. Opportunity for class discussion and Q&A on 'what is programming' and 'what are games'. Complete activity 1 to introduce some famous computer games from past and present. Explain games programming and the two types of programming, show examples if possible. Complete activity 2 to identify types of graphical and text based programming. Start by introducing key programming concepts. Input, Processing and Output, opportunity for Q & A. Then relate key concepts to games by asking students to think about input, processing and outputs from a computer game they played before. This is an opportunity for class or group discussion. Complete activity 3 to check understanding of inputs, processing and outputs in computer games. Take some answers from the group to share with the class. Move on to complete activity 4, explain that we can use a diagram to visualise how software and games work. At the end of the activity talk students through the steps in the process. Start by going through the early history of computer games. This could be used as a reading comprehension activity followed by class discussion or Q&A. Using the information from the early history of computer games complete Activity 5 by filling in the blanks. Teachers could help less able students by identifying the blanks in the information provided. Go through types of games, opportunity for practical activity acting out 2 dimensional and 3 dimensional movement in games. Complete activity 6 matching pictures and descriptions to types of game (genre) to check student understanding. Start by introducing game platforms. This is an opportunity to question students to gauge existing knowledge about game platforms. Complete activity 7 having students identify at least one example of each gaming platform. Differentiate by getting more able students to identify 2 or 3 examples for each platform. Move on to recent history of computer games. This could be used as a reading comprehension activity followed by class discussion or Q&A. Using the information from the early history of computer games complete activity 5 by making a list of 10 gaming platforms. Move on to activity 9 where students must find 7 gaming platforms from the list in the word search.	Programming, Games, Graphical Programming, Text-Based programming		1.1 Identify types of programming.
Design Technology	6	General	2nd September	1	2	1	20-23	Start by introducing Microsoft Kodu and cover key commands, zoom feature, tool palette, home menu, move camera and orbit camera. This could be done as a class demonstration by the teacher using pages 32-37 in the student book. Students should then open Kodu on their computers and practice creating, saving and loading a world from the home menu, using the zoom feature, move camera tool and orbit camera feature using pages 32-37 in the student book. There is an opportunity to introduce appropriate file naming here. Students could save a Kodu World using their name and a description eg. "Tom Smith First World".	Programming Concepts, Input, Processing, Output		1.2 Define key programming concepts.
Design Technology	6	General	2nd September	1	3	1	24-29	Start by reminding students about Kodu including the key commands, zoom feature, tool palette, home menu, move camera and orbit camera. Move on to introduce the object menu again this could be done as a class demonstration. Have students open Kodu and follow the Object Menu and Adding Character step by step instructions in the student book on pages 40-44. Highlight the help available in Kodu on characters and objects by pressing the Y key. Make sure students save their worlds using their name and a description eg. "Tom Smith 5 Objects".	Game Types (Genre's), Action-adventure, RPG, Platform Games, 3D Games, Simulation, Sports		1.3 Explain types of games and platforms.
Design Technology	6	General	9th September	2	1	1	30-33	Start by prompting students to open the world they created in the previous lesson. Their worlds should have sensible names eg. "Tom Smith 5 Objects". Assess progress with objects and characters, students should have 5 objects and a rover character in their world. Allow some extra time to achieve this if required. Introduce moving and changing objects and characters again this could be done as a class demonstration. Have students open use the their world with objects and characters to follow the moving and changing objects and characters step by step instructions on pages 43-48 in the student book. More able students can add and change additional objects and characters. Make sure students save their worlds for future reference.	Game Platforms, Arcade Systems, Home Consoles, Personal Computer, Laptop, Mobile Phone, Tablet		1.3 Explain types of games and platforms.
Design Technology	6	General	9th September	2	2	1	34-39	Start by introducing Microsoft Kodu and cover key commands, zoom feature, tool palette, home menu, move camera and orbit camera. This could be done as a class demonstration by the teacher using pages 32-37 in the student book. Students should then open Kodu on their computers and practice creating, saving and loading a world from the home menu, using the zoom feature, move camera tool and orbit camera feature using pages 32-37 in the student book. There is an opportunity to introduce appropriate file naming here. Students could save a Kodu World using their name and a description eg. "Tom Smith First World".	Microsoft Kodu, Load, Save, New, Zoom Feature, Tool Palette, Home Menu, Move Camera, Orbit Camera		1.4 Recognise Kodu and its interface.
Design Technology	6	General	9th September	2	3	1	40-44	Start by reminding students about Kodu including the key commands, zoom feature, tool palette, home menu, move camera and orbit camera. Move on to introduce the object menu again this could be done as a class demonstration. Have students open Kodu and follow the Object Menu and Adding Character step by step instructions in the student book on pages 40-44. Highlight the help available in Kodu on characters and objects by pressing the Y key. Make sure students save their worlds using their name and a description eg. "Tom Smith 5 Objects".	Object Menu, Objects, Characters, Help		1.4 Recognise Kodu and its interface.
Design Technology	6	General	16th September	3	1	1	45-50	Start by prompting students to open the world they created in the previous lesson. Their worlds should have sensible names eg. "Tom Smith 5 Objects". Assess progress with objects and characters, students should have 5 objects and a rover character in their world. Allow some extra time to achieve this if required. Introduce moving and changing objects and characters again this could be done as a class demonstration. Have students open use the their world with objects and characters to follow the moving and changing objects and characters step by step instructions on pages 43-48 in the student book. More able students can add and change additional objects and characters. Make sure students save their worlds for future reference.	Move Objects, Change Objects, Colour, Rotation, Size		1.4 Recognise Kodu and its interface.
Design Technology	6	General	16th September	3	2	2	51-58	Start by briefly re-capping the key points from Unit 1 then direct students complete the Unit 1 pop quiz and evaluation on pages 52-53 in the student book. Move on and go through the unit 2 overview, the keywords and learning outcomes for the unit. Introduce planning on page 58 of the student book, emphasise the importance of planning especially for larger projects completed by teams of people. Opportunity for Q&A to assess student understanding. Using the information about planning complete Activity 1 by filling in the blanks.	Planning, Goal, Decomposition, Time Management, Delegation		1.1 Identify types of programming. 1.2 Define key programming concepts. 1.3 Explain types of games and platforms. 1.4 Recognise Kodu and its interface. 2.1 Understand planning and game development
Design Technology	6	General	16th September	3	3	2	59-61	Start by introducing games development including the four main steps; Concept, Design, Prototyping and Testing. Prompt students to use the information on Games Development and descriptions provided to unscramble the words in activity 2. This activity should help students remember the four stages in games development. Move onto activity 3 on page 61 of the student book, explain that the process for developing a game or other software can also be shown using a diagram. There is an opportunity for class discussion before students use the words provided to complete the diagram. Start by explaining that games design has two parts graphical and logical. In graphical design we focus on how the game world, objects and characters will look (size, shape, texture etc.) In logical design we focus on how the blocks or code (programming) will make the game work (eg. react to player input etc.). Introduce storyboarding as a graphical design technique using page 62 of the student book. Before students attempt activity 3 the teacher could prompt them to make a list of 10 computer games they enjoy which could be followed by a class discussion or Q&A. Move onto activity 3 and have students create a storyboard for a game from their list. Challenge students to produce a better storyboard than the example shown on page 62 of the student book.	Game Development, Concept, Design, Prototyping, Testing		2.1 Understand planning and game development
Design Technology	6	General	23rd September	4	1	2	62-63	Start by reminding students about object and characters in Kodu, move on to introduce terrain development in Kodu and cover the ground brush, material, up/down tool and smooth/flatten tool. This introduction could be done as a class demonstration using pages 64-71 in the student book. Students should then open Kodu on their computers and follow the create and change terrain step by step instructions in the student book. Make sure students save their Kodu World, remind students about appropriate file naming using their name and a description eg. "Tom Smith Create Terrain".	Graphical, Game Design, Storyboarding		2.2 Recognise graphical aspects of game design
Design Technology	6	General	23rd September	4	2	2	64-71	Start by reminding students about object and characters in Kodu, move on to introduce terrain development in Kodu and cover the ground brush, material, up/down tool and smooth/flatten tool. This introduction could be done as a class demonstration using pages 64-71 in the student book. Students should then open Kodu on their computers and follow the create and change terrain step by step instructions in the student book. Make sure students save their Kodu World, remind students about appropriate file naming using their name and a description eg. "Tom Smith Create Terrain".	Terrain, Ground Brush, Up/Down Tool, Flatten Tool		2.2 Recognise graphical aspects of game design 2.4 Practise design and programming skills in a series of activities
Design Technology	6	General	23rd September	4	3	2	64-72	Start by prompting students to open the world they created in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Create Terrain". Assess progress with terrain and objects, students should have 3 types of terrain material, hill terrain, rocks, trees and a character. Allow some extra time to achieve this if required and ensure students save their progress. Move onto activity 5 and challenge students to re-create the terrain shown in the activity using a new world in Kodu. Teacher may need to demonstrate the water tool for use in activity 5. Make sure students save their Kodu World, again use appropriate file naming eg. "Tom Smith Activity 5".	Ground Brush, Up/Down Tool, Flatten Tool, Water Tool		2.2 Recognise graphical aspects of game design 2.4 Practise design and programming skills in a series of activities
Design Technology	6	General	30th September	5	1	2	72	Start by prompting students to open the world they created in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Activity 5". Assess progress with terrain and objects. Allow some extra time to complete the activity if required and ensure students save their progress. Move onto activity 6 and challenge students to draw/sketch a design for their own unique terrain including rocks, trees, water and characters. Students must then use the design to create the terrain and objects using a new world in Kodu. Make sure students save their Kodu World, again use appropriate file naming eg. "Tom Smith Activity 6".	Graphical, Game Design, Terrain, Objects		2.2 Recognise graphical aspects of game design 2.4 Practise design and programming skills in a series of activities
Design Technology	6	General	30th September	5	2	2	73-78	Start by introducing Control Commands in Kodu explaining how When and Do are used with Rows and Tiles. Like other step by steps control commands could be done as a class demonstration. Have students open Kodu and follow the Character movement step by step instructions in the student book on pages 73-77. Ensure students test the character movement and save their work, again use appropriate file naming eg. "Tom Smith Character Movement". Move onto activity 7 to assess student understanding of tiles used for character movement.	Control Commands, When, Do, Rows, Tiles		2.3 Apply basic control commands in Kodu
Design Technology	6	General	30th September	5	3	2	79-85	Start by introducing the Unit 2 Task Sheet on pages 79-85 of the student book. Make it clear the evaluation on pages 84-85 will be completed by the teacher. Students will be expected to complete the task sheet independently so it is important they are clear about what is expected. By the end of the first session students should have created the required terrain in Kodu and saved the world with a sensible name eg. "Tom Smith Unit 2 Task Sheet".	Objects, Terrain, Characters, Control Commands		2.3 Apply basic control commands in Kodu 2.4 Practise design and programming skills in a series of activities
Design Technology	6	General	7th October	6	1	2	79-86	Start by prompting students to open the world they started for the task sheet in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Unit 2 Task Sheet". Students should have created the required terrain in the previous lesson, move on to program the rover character to move, jump and talk. Teacher must complete the evaluation for each students performance by reviewing the worlds created either during or after the lesson. Students who complete all required steps can move on and complete activity 8 in the student book. Students may also be given some extra objectives eg. add extra objects and commands to the task sheet work eg. add apples and balloons to the terrain, bump command so character can interact with the apples or balloons.	Objects, Terrain, Characters, Control Commands		2.3 Apply basic control commands in Kodu 2.4 Practise design and programming skills in a series of activities
Design Technology	6	General	7th October	6	2	3	86-94	Start by briefly re-capping the key points from Unit 2 then direct students complete the Unit 2 quiz on page 86 in the student book. Move on and go through the unit 3 overview, the keywords and learning outcomes for the unit. Introduce rules, conditions and actions on page 92 of the student book. Teacher may want to explain some examples of game conditions and actions before student complete activity 1 by matching game conditions to actions. Move on to page 94 of the student book to relate how conditions and actions are used to apply rules in Kodu.	Rules, Conditions, Actions		2.1 Understand planning and game development 2.2 Recognise graphical aspects of game design 3.1 Define rules, conditions and actions in Kudo
Design Technology	6	General	7th October	6	3	3	95-97	Start by introducing the Unit 3 Mini Project starting on page 95 of the student book, in the mini project students will plan design and create a simple computer game. Complete activity 2 where students will match the planning stages with descriptions to make a simple plan for the their project. Move on and explain that a concept is an idea for a game or other creative project and that students will get a choice of 2 concepts for their mini project game. Direct students to fill in the blanks to create the descriptions of the game concepts (Apple collector or Balloon popper). When students have filled in the blanks ensure they choose which concept they will use for their mini project.	Planning, Concept		3.3 Construct a design for the mini-project game.
Design Technology	6	General	14th October	7	1	3	97-98	Start by reminding students about the mini project and ensure all students have chosen a concept for their mini project game. Move on to activity 4 where students need to make a list of the objects they will need for their game. Students creating the apple collector game will need either 5 or 10 apples with trees and rocks etc., those making the balloon popper game will need either 5 or 10 balloons with trees and rocks etc. Thenusing the list of objects from activity 4 students need to sketch (draw) a design of the terrain and objects for the game to complete activity 5.	Objects, Terrain, Design		3.3 Construct a design for the mini-project game

Design Technology	6	General	14th October	7	2	3	99-101	Start by reminding students about the mini project and ensure all students have completed a design sketch for the terrain and objects. Move on to activity 6 where students will choose one character for their mini project game, along with the colour and size of the chosen character. Now students know the concept for the project and have designs for terrain, objects and the character they must move onto Activity 7 to complete a detailed storyboard for the mini project game. Start by reminding students about the mini project and ensure all students have completed a storyboard for the mini project game. Introduce the idea of logical design to plan how software or games will work. Move on to activity 7 where students will fill in the blanks to create the step by step instructions (pseudocode algorithm) for the mini project game. Now the planning and design for the mini project game is complete we can begin to create (develop) the game. Prompt students to open a new world in Kodu to complete Activity 9 to create the objects and terrain for the game. Make sure students save their Kodu World using appropriate file naming eg. "Tom Smith Mini Project".	Character, Storyboard	3.3 Construct a design for the mini-project game
Design Technology	6	General	14th October	7	3	3	102-104	Start by prompting students to open the world they started for the task sheet in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Mini Project". Students should have created the required terrain and objects in the previous lesson, you allow a little extra time for this if required. Students should then complete activity 10 by adding a character to their world using their character design from activity 6 to set the character colour and size. Students should then move on to the basic programming step by step instructions to program the character to move and jump. Students who achieve this should be encouraged to start the advanced programming and follow the bumping step by step instructions. Remind students to save their work.	Step by step instructions (pseudocode algorithm), Objects, Terrain	3.3 Construct a design for the mini-project game 3.4 Create a mini-game for the project based on the design.
Design Technology	6	General	21st October	8	1	3	105-110	Start by prompting students to open the world they started for the task sheet in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Mini Project". Students should have added the character and programmed movement and jumping in the previous lesson. Students should now complete the advanced programming by following the step by step instructions for bumping then for scrooring and winning. Remind students to save their work. Activity 11 and 12 could then be used at the end of the lesson to assess student understanding of the programming.	Character, Programming, Rows, Tiles	3.4 Create a mini-game for the project based on the design.
Design Technology	6	General	21st October	8	2	3	107-119	Start by prompting students to open the world they started for the task sheet in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Mini Project". Students should have added the character and programmed movement and jumping in the previous lesson. Students should now complete the advanced programming by following the step by step instructions for bumping then for scrooring and winning. Remind students to save their work. Activity 11 and 12 could then be used at the end of the lesson to assess student understanding of the programming.	Character, Programming, Bump, Scoring, Winning	3.4 Create a mini-game for the project based on the design.
Design Technology	6	General	21st October	8	3	3	120-124	Start by prompting students to open the world they started for the task sheet in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Mini Project". Highlight the importance of testing then direct students to complete Activity 13 to test their mini project game against the requirements. Move onto activity 14 to briefly evaluate the project and student performance It's important they learn from the experience, one sentence for each question will be sufficient. Briefly re-cap the key points from Unit 3 then direct students complete the Unit 3 pop quiz and evaluation on pages 123-124 in the student book.	Testing, Evaluation	3.1 Define rules, conditions and actions in Kodu 3.2 Apply knowledge to use rules, conditions and actions in Kodu.
Design Technology	6	General	28th October	9	1	4	128-134	Start by going through the unit 4 overview, the keywords and learning outcomes for the unit. Introduce programming structures using the information on pages 130-131 of the student book. Use activity 1 to assess student understanding of programming structures. Opportunity for class discussion about which structure would be used for each task before students complete activity 2. Move on to explain how repetition works in Microsoft Kodu and have students unscramble the words to identify the names for repetition for activity 3.	Programming Structures, Sequence, Selection, Repetition	4.1 Define repetition and how it is used in Kodu.
Design Technology	6	General	28th October	9	2	4	134-141	Start by introducing Testing, logical errors and syntax using the information on pages 134-135 of the student book. Use activity 4 to assess understanding of logical and syntax errors. Move onto activity 5 where students need to identify 5 types of testing in the word search grid. Introduce debugging and emphasise how testing and debugging is used to remove errors from games and software using the information on page 138 of the student book. Use activity 6 to check understanding of errors and the students ability to debug Kodu games (programs).	Testing, Logical Error, Syntax Error, Debugging	4.2 Understand testing and debugging methods. 4.3 Apply knowledge to test and debug a series of small programs.
Design Technology	6	General	28th October	9	3	4	141-146	Remind students about testing and debugging then challenge them to program, test and debug a game using Kodu and the step by step instructions on pages 141-143 of the student book, emphasise that the character is based on the actual Mars Curiosity rover. Allow 25 minutes for this activity. Move on and introduce the rover character and features using then use activity 7 to assess understanding of the rover character features. Remind students about the Rover character and explain that we will now learn how to use some of the features in Kodu. Direct student to use the step by step instructions on pages 147-159 of the student book to program the rover scan and rover picture features. These activities could be supported with a teacher demonstration. As always make sure students save their work using sensible file names, they may want to refer back to this work later.	Testing, Logical Error, Syntax Error, Debugging, Rover Features	4.2 Understand testing and debugging methods. 4.3 Apply knowledge to test and debug a series of small programs. 4.4 Understand the features of the Rover character.
Design Technology	6	General	4th November	10	1	4	147-159	Remind students about the Rover character and explain that we will now learn how to use some of the features in Kodu. Direct student to use the step by step instructions on pages 147-159 of the student book to program the rover scan and rover picture features. These activities could be supported with a teacher demonstration. As always make sure students save their work using sensible file names, they may want to refer back to this work later.	Rover Features, Beam, Scan, Picture	4.4 Understand the features of the Rover character.
Design Technology	6	General	4th November	10	2	5	160-166	Start by introducing the Unit 4 Task Sheet on pages 160-166 of the student book. Make it clear the evaluation on pages 165-166 will be completed by the teacher. Students will be expected to complete the task sheet independently so it is important they are clear about what is expected. Given their skills and experience with Kodu students should complete the task sheet in one lesson. Make sure students save their work using a sensible file name eg. "Tom Smith Unit 4 Task Sheet". Teacher evaluations can be completed by reviewing the work produced.	Rover Features, Beam, Rocks	4.4 Understand the features of the Rover character.
Design Technology	6	General	4th November	10	3	5	167-190	Start by briefly re-capping the key points from Unit 4 then direct students complete the Unit 4 quiz on page 168 in the student book. Move on and go through the unit 5 overview, the keywords and learning outcomes for the unit. Introduce enemy characters and hit points then direct student to use the step by step instructions on pages 174-189 to program enemy character movement, attack and showing rover hit points. Activity 1, 2 and 3 can then be used to assess student understanding of enemy movement, attack and when characters run out of hit points. These activities could be supported with a teacher demonstration. As always make sure students save their work using sensible file names, they may want to refer back to this work later.	Enemy Character, Attack, Movement, Hit Points	4.1 Define repetition and how it is used in Kodu 4.2 Understand testing and debugging methods. 4.3 Apply knowledge to test and debug a series of small programs. 4.4 Understand the features of the Rover character.
Design Technology	6	General	11th November	11	1	5	191-196	Start by introducing the Unit 5 Project stages and marking on pages 191-219 of the student book. Make it clear the evaluation on pages 217-219 will be completed by the teacher. Students will be expected to complete the project independently so it is important they are clear about what is expected. Use activity 4 to note down ideas about the project and what is required. Students should then use their notes to explain what they have been asked to do for the project brief (activity 5) for upto 3 marks.	Project Brief	5.1 Identify the requirements for the final project game
Design Technology	6	General	11th November	11	2	5	197-198	Remind students about the Unit 5 project and make sure they have attempted the project brief (activity 5). Move onto activity 6 where students must match the objects and character to the pictures to plan the project game. Using the activity 6 plan students should then complete the sketched design of objects and characters (activity 7) for upto 3 marks.	Object and Terrain Plan	5.2 Apply skills and knowledge to construct a design for the final project game that will meet all requirements
Design Technology	6	General	11th November	11	3	5	199-200	Remind students about the Unit 5 project and make sure they have attempted the sketched design (activity 7). Move onto activity 8 where students must create a storyboard for the project game, limit the storyboard activity to 15 minutes. Then move onto the logical design (activity 9) where students must plan when and do commands to create the instructions for the project game for upto 4 marks.	Storyboard, Logical Design	5.3 Demonstrate programming skills to create the final project game based on the design
Design Technology	6	General	18th November	12	1	5	201-207	Remind students about the Unit 5 project and make sure they have attempted the logical design (activity 9). Move onto activity 10 where students must create the terrain, objects and characters in Kodu then add the (tiles) commands to make the game work for upto 5 marks. Activity 10 is split into 5 separate tasks, during this lesson students should aim to complete Task 1 - Create Terrain and Task 2 - Add Objects and Characters. If time permits students should move onto Task 3 - Basic Programming - Rover Character. Make sure students save their Kodu World using appropriate file naming eg. "Tom Smith Mars Rover Project".	Terrain, Objects, Programming	5.3 Demonstrate programming skills to create the final project game based on the design
Design Technology	6	General	18th November	12	2	5	206-214	Start by prompting students to open the world they started for the project in the previous lesson. Their worlds should have sensible names eg. "Tom Smith Mars Rover Project". Students should have started activity 10 and completed Task 1 and Task 2 in the previous lesson. Students should continue with activity 10 and attempt Task 3 - Basic Programming - Rover character then move onto Task 4 - Advanced Programming - Pushpad Character and finally Task 5 - Advanced Programming - Sputnik Character. The project game should be finished by the end of this session. Make sure students save their work.	Terrain, Objects, Programming	5.3 Demonstrate programming skills to create the final project game based on the design
Design Technology	6	General	18th November	12	3	5	215-221	Start by prompting students to open the world they created for the project, their worlds should have sensible names eg. "Tom Smith Mars Rover Project". Make sure students have attempted to create the terrain, objects, characters and programming. Then move onto testing and debugging (activity 11) where students must test their games by playing them then ticking [V] or crossing [X] the test boxes and explaining any debugging required for failed tests for upto 5 marks. Testing should be limited to 25 minutes. Then move on to the project evaluation (activity 12) where they must comment on how well they performed at each stage of the project and how they could have done better for upto 5 marks. Finally students should complete then end of Unit quiz on page 221 of the student book. Teacher should use the teacher answers provided and criteria in the teacher evaluation to award marks for each activity in the project to determine the student's overall project scores.	Testing, Debugging, Evaluation	5.4 Test and debug the project game to ensure it works as expected 5.5 Evaluate the project game against the scenario requirements
Design Technology	6	General	25th November	13	1	1-5	14-221	Contingency time, use this to finish any incomplete activities or assessments from the student book.		
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Design Technology	6	General	25th November	13	3	1-5	14-221	Contingency time, use this to finish any incomplete activities or assessments from the student book.		
Design Technology	6	General	2nd December	14	1	1-5	14-221	Contingency time, use this to finish any incomplete activities or assessments from the student book.		
Design Technology	6	General	2nd December	14	2	1-5	14-221	Contingency time, use this to finish any incomplete activities or assessments from the student book.		
Design Technology	6	General	2nd December	14	3	1-5	14-221	Contingency time, use this to finish any incomplete activities or assessments from the student book.		