Malvern Primary School– Design & Technology Curriculum *taught discretely

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Questions	Autumn 2 Star in the Jar Can I understand how to use sellotape, scissors and glue?	Spring 1 We're Going on a Bear Hunt Can I create a bear mask using my knowledge of scissors, adhesives and materials?	Autumn 1 Into The Woods Can I prepare a healthy fruit salad for our teddy bear's picnic, using appealing produce?	Autumn 2 Fire Fire! Can I create a hand puppet of a displaced animal to sell to our community to raise money?	Autumn 1 Ages Ago Can I design and make a tool bag suitable to hold and transport stone age tools?	Autumn 1 Invasion I can design and make a coin purse inspired by the Vikings?	Spring 2 Muscle Food Can I create a 5 day snack prep menu, appealing to a targeted audience? (Refer to meal prep for inspiration)	Autumn 1 We'll Meet Again Can I design and construct a suitcase suitable for an evacuee?
	Spring 2 Jack and the Beanstalk Can I fold card in half to create my own card to give to my grown up?	Spring 2 The extraordinary Gardiner Can I create a card with a picture using my knowledge of thick and thin brush strokes?	Spring 1 Chasing Space Can I design and make a toy moon buggy with wheels and axels that can be pushed and pulled?	Spring 1 Splendid Structures Can I design and construct a freestanding structure that reflects our local community, following a given design brief? (Design brief–recyclable materials, free standing, 3 different joining techniques, reflect our local community, be at least 60cm tall)	Spring 2 Iron Man Can I design and make a persuasive poster with moving components and an electrical circuit?	Spring 1 Journey Through the Human Body Can I create a nutritional packed lunch suitable for a child?	Summer 1 Cool Chemistry Can I create a night light using electrical systems ?	Autumn 2 Mayan Mystery Can I use sustainable materials to design and make a coaster inspired by Mayan weaving?
	Summer 2 Dear Zoo Using a given animal template, can I colour it in and cut it out to create a mask?	Summer 1 Supertato! Can I make crispy cakes and ice lollies, exploring how to combine materials to make a new product?	Summer 1 Memory Makers Can I design and make a pop-up card for a member of our community?	Summer 2 Plant a Little Seed Can I produce a healthy smoothie recapping skills from Year 1?	Summer 2 Greek Culture Can I design and make a meal that reflects the Greek culture? (sharing bread, dips, salad)	Summer 1 Where My Wellies Take Me Can I design and create a bird box with primary and secondary functions, for use within the school grounds?	Summer 2 Fantastic Beasts Can I design and create a prototype toy that uses mechanisms (gears, pulleys or cams)?	Summer 2 Back to the Future Can I produce a meal for six people that has the lowest price point, is the most sustainable and is the most nutritionally valuable?
	Throughout the year Can I use loose parts to build my own structures?	Throughout the year I can use loose parts to build my own structures and explain the purpose.						

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research	I can evaluate a range of snacks sorting them into healthy and unhealthy groups. (fruit, cereal bars, winder, chocolate, crisp, yoghurt raisins etc) I can identify and name a range of fruits. (apples, bananas, grapes, strawberries, orange, pineapple etc.) I can consider our chosen user and discuss what makes our snack appealing. (bright colours, clean fruit, bitesize pieces , no skin/pith/pips/ seeds, not soggy etc.) I can talk about Joe wicks and explain why he is significant. (Lean in 15, cook books, YouTube sensation, Body coach etc). (into the woods, A1) I can use research (research provided) to understand the principle of a wheel and axel and identify vehicles from a selection that use this mechanism. (Chasing Space, Sp1) I can understand what sliders and levers are and understand their functionality. I can identify existing products which use sliders and levers. I can understand how we make parts of a card move. I can select an intended user, discuss what makes the product appealing to them and create a mood board to inform my design choices. (Memory Makers, S1)	I can explore a range of existing puppets considering their purpose and functionality. (Fire, Fire A2) I can understand what a freestanding structure is. I can explain the functions of freestanding structures including a base, a buttress, framework and brick work. I can research and evaluate existing structures and distinguish between supported and freestanding structures, stating their functionality. I can research who Adrien Smith is and recall what he is famous for. (American Architect, designing the tallest building in the world– Burj Khalifa). (Splendid structures, Sp1) I can taste some existing smoothies ranking them in order and communicate my rationale. I can understand what makes smoothies appealing including taste, texture, colour and presentation, and use this to create a design criteria. (Plant a little seed… S2)	I can explore a range of existing tool bags, identifying martials and joining techniques used. I can create a design criteria for my tool bag. I can explain what recycling is and why it is important. (Ages Ago, A1) I can understand what it means to have a healthy and varied diet. I can review a range of meal dairy's and rank them in order based on their healthiness, providing reasoning for my choices. I can I write an alternate diary, demonstrating healthier choices. I can recall the various food groups and give examples of foods within them. (fruit and vegetables, carbohydrates, proteins, fats and oils, dairy) I can explain what foods are grown, reared or caught. I can explain what foods are in season or not. I can explain what is culture is. I can explore a variety of foods associated with different cultures including Italian, Chinese, Indian, Greek and Spanish. I can explore the Greek culture including a range of traditional Greek foods such as Greek salad, bread and Tzatziki. (Greek Culture, Su2) I can explain what mechanisms are and how they function. (Revisit Year 1) I can explain what a circuit is. I can identify different levers and linkage movements and rank them according to suitability. (linear, slider, rotary and oscillating). (Iron Man, S2)	I can explain who Barthélemy Thimonnier was and what impact he had on the fashion industry. I can name natural and synthetic fibres, comparing their advantages and disadvantages. I can explain what materials where used to make stone age garments. I can explore a range of existing bags, evaluating materials, fastenings and finishing techniques. I can practise a range of stitches and fastenings. (Invasion, A1) I can sort ingredients into food groups (proteins, carbohydrates, fruit and vegetables and fats and oils) and argue the importance of a varied diet. I can distinguish between fresh, processed and pre-cooked foods. I can explore a range of existing packed lunches, discussing to match potential users, based on their requirements? I can collaborate to create a design criteria for a child's packed lunch? (Journey through the human body, Sp1) I can explain what ergonomics is and why we analyse existing products. I can research how products have evolved to be more ergonomically designed. (Progression of telephones) (Where my wellies take me, S1)	I can recall the advantages and disadvantages of fresh, pre-cooked, processed, grown and reared foods. I can illustrate what a **healthy** and varied diet looks like and describe why is it important. I can explain who Joe Wicks is and how his 'Lean in 15' meals influenced and helped shape our world. I can conduct market research to identify key nutrients needed for my target audience and identify foods suitable for this. I can conduct market research to explore how the food preparation industry uses techniques to make food appealing. (Muscle Food, Sp2) I can explain what electricity is. (Revisit Year 3) I can distinguish between mains electric and batteries and understand the safety precautions needed when handling both. I can identify and locate input and output devices on a range of existing electrical products. I can explain what a circuit is. I can dissemble some electrical circuits in products to begin to think about how they may work. (torch, toy, timer) I can research who Thomas Edison is and how his inventions changed design and technology in our world. I can research existing night lights exploring their designs as inspiration. (Cool Chemistry, Su1) I can research what a gear, pulley and cam is, explaining their function in a mechanical system? I can research how different shaped cams can affect movement. I can research a arrange of existing products that use pulleys, gears or cams? (Fantastic Beasts, Su2) .	I can research a range of shell, solid and combination structures, listing the features of each. (We'll meet again, A1). I can explain what makes a balanced and healthy diet. I can recall my understanding of food groups; fresh, pre-cooked and processed foods; grown, reared, caught and processed foods. I can explain where food comes from and can order and explain the manufacturing process. I can explain sustainability and suggest ways of making more sustainable meals considering production, manufacturing, waste and packaging of foods. (Back to the future, Su2). I can distinguish between natural and synthetic fibres, stating where they come from, what they are used for and why. I can explain how modern and smart materials benefit certain users. I can explain what 'fast fashion' is and how textiles could become more sustainable. I can research how brands are making changes to be more environmentally friendly. I can argue the pros and cons of fast fashion in a debate with my peers. I can research who Cecilia Leon De La Barra is and explain how she use traditional Mexican weaving techniques and colours in modern designs, fit for a purpose. I can demonstrate how the Mayans weave. (Mayan Mysteries, A2)

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Design	I can select ingredients for a fruit salad making sensible choices according to their characteristics (colourful, firm, not soggy, no skin, no pith or seeds different shapes etc) I can draw a design and discuss a appealing fruit salad that can be enjoyed at a teddy bear's picnic. (Into the woods, A1) I can explain what computer aided design is I can use computer aided design to draw my own moon buggy, using a given design criteria. (Chasing Space, Sp1) I can design a pop-up thank you card by drawing and labelling. (Memory Makers, S1)	Using computer aided design, I can design a hand puppet with the appearance of an animal who has been displaced due to forest fires to help raise money for charity. (Fire, Fire, A2) I can name and practice cutting & joining techniques. (flange, slot, tabs, fold, L Brace, Tie) I can choose from a range of materials considering their characteristics, creating a hypothesis of their effectiveness and providing a verbal rationale for my decisions. In a construction crew, I can design a freestanding structure following a design criteria and label my design decisions. (Splendid Structures, Sp1) I can pick from a range of ingredients, considering how well their characteristics match the design criteria. I can plan my smoothie including ingredients, equipment, preparation and presentation, providing reasoning for my choices. (Plant a little seed… S2)	I can gather recyclable materials and design my tool bag with resources available in mind and considering functionality and durability. (Ages Ago, A1) I can use computer aided design to make a range of simple circuits and label their components. Discussing various purposes, I can create a design criteria for my persuasive poster. I can produce an annotated sketch, to design my persuasive poster with moving mechanisms and an electrical circuit. Considering the effectiveness of my prototypes, can I reflect upon my initial design idea to improve my design? (Iron Man, S2) Considering the intended user and the product purpose, I can produce a design of a meal reflect the Greek culture. I can annotate my design showing reasoning for my choices. (Greek Culture, Su2)	I can work collaboratively to create a design criteria. I can design a bag, practicable for a Viking and showing reasoning for my design choices on a explosive diagram. (Invasion, A1) Referring to my design criteria, I can select ingredients and provide reasoning for my choices, thinking about nutrition, taste and appearance. I can use computer aided design to create an exploded diagram of my packed lunch with annotations. (Journey through the human body, Sp1) I can produce a design criteria for my bird box considering FLUMPS. (Function, Look, User, Material, Pros/cons, Sustainability) I can work collaboratively to gather materials and discuss design choices including joining and fastening techniques to achieve desired aesthetics. I can produce a annotated sketch of my 3D design using isometric technique. I can understand why architects use CAD (computer aided design recall the pros and cons. I can use CAD to produce my final design of my bird box and present my ideas to my peers. (Where my wellies take me, S1)	Considering my design criteria, I can plan a weekly 'snack prep menu' for my chosen audience to support muscle growth and repair. Using CAD, I can create a advertising leaflet considering appealing elements such as nutrition, cost, taste, convenience, food quality etc. I can pitch my designs to an audience. (Muscle Food, Sp2) I can use annotated sketches to model a range of simple series circuits. I can develop a design brief for a battery powered night light considering FLUMPS. (Function, Look, User, Material, Pros/cons, Sustainability) I can draw and label the symbols for different circuit components. I can create my final design and communicate ideas using computer aided design (Tinkercad). (Cool Chemistry, Su1) I can write a design criteria for a new innovative product using FLUMPS. I can use an exploded diagram to pitch my ideas for a new innovation to my peers. (Fantastic Beasts, Su2)	I can produce a 3D net of my suitcase, to help me begin to think about my framework. Can I create a cross-sectional, annotated diagram to design a suitcase for an evacuee? (We'll meet again, A1) I can design packaging for my meal using computer aided design. Working together, I can design a meal for 6 people that has the lowest price point, is the most sustainable and is nutritionally valuable. I can shop for ingredients. (Back to the future, Su2). I can develop a design criteria and annotated mood board to reflect my design intentions for my coaster. I can evaluate someone else's mood board giving feedback and making amendments to my own. (Mayan Mysteries, A2)

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Make	With adult support, I can practise performing practical tasks such as cutting, peeling, chopping, grating etc. (include: claw grip, fork secure, bridge grip, straight edge, snipping) With support, I can make a healthy fruit salad, preparing the fruit myself. (Washing hands, selecting equipment, cleaning area, hair tied back, apron on tied at the front etc.) (Into the woods, A1) I can test a range of materials and components to create a mock-up wheel and axel, judging if the materials are functional. I can create a moon buggy toy with wheels and axels that can be pushed and pulled. (Chasing Space, Sp1) I can create a mock up lever and slider. I can create a pop-up card with a moving mechanism. (Memory Makers, S2)	I can experiment with joining techniques and templates, considering the success of each method. With a given criteria, I can create a glove puppet using finishing techniques to decorate and make it visually appealing to the user. (Fire, Fire A2) In a construction crew, I can construct a freestanding tower following a given design brief. (Design brief–recyclable materials, free standing, 3 different joining techniques, reflect our local community, be at least 60cm tall) I can add finishing touches to my structure explaining the reasoning behind ,y structures. (Splendid Structures, Sp1) I can make and taste my fruit smoothie, including gathering and preparing all ingredients. (Plant a little seed… S2)	Selecting appropriate tools and techniques, I can draw, measure and cut pattern pieces for my tool bag. I can use appropriate fastening techniques to assemble my product. (Revisit year 2) I can apply finishing techniques to the inside of my tool bag, considering functionality and durability? (Ages Ago, A1) I can produce a prototypes of different lever and linkage movements, ranking them in order according to suitability. I can assemble a simple circuit to use in my product. Can I use a range of techniques to begin to make my product, joining and combining materials with accuracy? I can finish constructing my product, testing my mechanisms and problem solving if they do not work. I can apply finishing touches to my persuasive poster, making my product appealing. (Iron Man, S2) I can explain different methods of cooking and combining ingredients including baking, boiling, frying, whisking, proving and kneading. I can use my previous knowledge to infer healthier cooking methods. I can gather and prepare ingredients and equipment safely and hygienically including measuring in g, ml, tsp and tbsp. I can create a meal to reflect Greek culture. (Greek salad, bread and tzatziki) (Greek Culture, Su2)	I can choose from a range of materials and organise equipment needed for my project. I can create a template and cut out pattern pieces using pinning and tacking. I can stitch my bag together and use fastenings and finishing techniques to create my final product. (Invasion, A1) I can list and gather appropriate ingredients and tools. I can practise using a range of tools to prepare foods including, washing, cutting, slicing, peeling, deseeding, shredding, spreading, grating, cutters etc. I can prepare a sandwich for my packed lunch taking appropriate precautions for hygiene and safety. I can prepare my side and healthy snack for my packed lunch taking appropriate precautions for hygiene and safety. (yoghurt covered raisins, oat bar, chocolate strawberries, smoothie, dips, crackers, nachos, skewers, pasta, rice rolls, salad, egg muffins, pitta parcels, fruit kebab,) (Journey through the human body, Sp1) I can recall the safety precautions needed during my project. I can use measuring, cutting and joining techniques, to construct my bird box. (Where my wellies take me, S1)	I can gather ingredients and equipment needed to create my product safely and hygienically. I can prepare and cook my 'snack prep' menu to meet my design criteria. (Muscle Food, Sp2) I can distinguish between conductors and insulators. I can produce a mock up circuit for my night light by investigating a range of switches. (slider switch, toggle switch, push switch) I can build a circuit for use within my night light, choosing the appropriate components. Working safely, I can select and use the correct equipment materials and techniques (measuring, cutting fixing and finishing) appropriately to make by night light. I can create a program to control my night light, linking to physical systems and sensors. (Cool Chemistry, Su1) I can select from a range of tools and equipment, safely using them to assemble a prototype with accuracy I can explore creating and using pulleys, gears and cams, identifying the important of measuring accuratwly. (Fantastic Beasts, Su2)	I can experiment with reinforcing and joining techniques including, scoring, cutting, assembling, strengthening and stiffening, highlighting the pros an cons of each. I can measure and mark out the framework of my suitcase using appropriate tools and skills, making my prototype user friendly. I can assemble, join and combine materials creating a finished product. (We'll meet again, A1) I can demonstrate a range of cooking, combining and preparing skills. (wash, slice, sift, stir, chop, dissolve, pour, measure, boil) Working safely and hygienically, I can make and serve my meal. (Back to the future, Su2). I can understand the three types of basic weaving. I can practise using the skills needed for weaving. I can make a coaster inspired by Cecilia Leon De La Barra and Mayans using the skills I have developed. (Mayan Mysteries, A2)

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Evaluate	I can evaluate a range of existing snacks and sort healthy and unhealthy foods. (fruit, cereal bars, winder, chocolate, crisp, yoghurt raisins etc) I can state verbally what aspects I like about my designs and discuss what I might do differently in the future. (Into the woods, A1) I can evaluate my toy exploring how it could be made more stiffer, stronger or more stable. (Chasing Space, Sp1) I can evaluate what I liked about my card and what I might change if I were to make my card again. (Memory Makers, S2)	I can explore a range of existing puppets considering their purpose and functionality. I can evaluate my glove puppet against given design criteria and discuss what I might change in future. (Fire, Fire A2) I can research and evaluate existing structures and distinguish between supported and freestanding structures, stating their functionality. I can choose from a range of materials considering their characteristics, creating a hypothesis of their effectiveness and providing a verbal rationale for my decisions. I can evaluate the effectiveness of our structure and rank order my peers' structures based on fulfilment of the design brief. (Splendid Structures, Sp1) I can evaluate my smoothie against the given design criteria and say how I could improve it next time. (Plant a little seed... S2)	I can evaluate my product against the intended purpose drawing on the design criteria. I can reflect on my strengths and areas for improvement. (Ages Ago, A1) Considering the effectiveness of my prototypes, can I reflect upon my initial design idea to improve my design? I can evaluate my product against the design brief and listen to the opinions of others for strengths and areas of development. (Iron Man, S2) I can evaluate my meal considering strengths and areas for improvement. I can take onboard feedback from my peers regarding taste, aroma, texture and appearance. (Greek Culture, Su2)	I can evaluate my final product against the design criteria. I can give others feedback and suggest areas for improvement. (Invasion, A1) I can appraise my own and my peers' products against design criteria and identify strengths and areas for improvement. I can suggest how I might improve my product in future. (Journey through the human body, Sp1) I can evaluate a range of existing bird boxes, discussing their durability and utility. I can identifying their primary and secondary functions. I can explain what the different evaluating techniques are. I can select and carry out an appropriate evaluation. (Where my wellies take me, S1)	I can evaluate existing high protein snacks and use my findings to produce a detailed design criteria. I can assess my final product against the design criteria. Considering the views of others, I can suggest how I could improve my snack in future. (Muscle Food, Sp2) I can investigate a range of existing electrical products considering FLUMPS. (Function, Look, User, Material, Pros/cons, Sustainability) I can argue which electrical products are more suitable to meet a range of given users needs listing its pro's and con's. I can recall the design process of my product using key terminology to explain each step. I can create a questionnaire to gain feedback on my product. I can complete an evaluation sheet including suggesting how I might amend my product following feedback. (Cool Chemistry, Su1) I can review my final prototype against the design criteria.. I can identify what went well and what I could improve before making a finished product. (Fantastic Beasts, Su2)	I can evaluate my final product drawing on the design criteria. I can evaluate my peers work and suggest areas for improvement. (We'll meet again, A1) I can research existing products evaluating what makes packaging appealing. (name, description, allergens, nutritional information, cooking and storage advice, price, origin etc.) I can work collaboratively to pitch my meal idea and packaging to a panel considering the design brief and justifying choices. I can rank groups according to their success, providing a rational for their placing. (Back to the future, Su2). I can evaluate my final product, reflecting against the design criteria. I can identify the strengths of my product and consider areas for improvement. (Mayan Mysteries, A2)

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Food Vocabulary	snack, sort, healthy, fruit, apple, banana, grapes, orange, pear, pineapple, Joe wicks, lean, user, prepare appealing, taste, texture, appearance, fruit salad, cut, slice, peel, seeds, pips, flesh, squeeze, juice, soft, crisp, size, evaluate characteristics, smooth, sticky, sweet, hard, healthy , unhealthy, arrange, bridge grip, claw grip, snipping, straight edge.	fruit, vegetables, investigate, evaluate, purpose, design, consumer, cut, peel, smoothie, healthy, balanced, ingredients, test, combine, blend, method, equipment, Sour, bitter, sweet, salty, investigating, appealing, evaluate, rank,	healthy, varied diet, carbohydrates, protein, dairy, fats and oils, fruit and vegetables, grown, reared, caught, seasonal produce, culture, nationality, culture, preference, Italian, British, Indian, Mexican, Diane Kochilas, Greek salad, Lagana, Tzatziki, user, annotate, design, cooking, combining, mix, whisk, fold, beat, knead, boil, fry, simmer, bake, steam, safety, hygiene , measure, grams, millilitres, taste, appearance, texture, aroma, savoury	suitability, nutritional value, energy, calories, aroma, texture, ingredients, nutrition, utensils, protein, carbohydrate, fruit, vegetable, fats and oils, processed, fresh, user, design criteria, computer aided design CAD, appearance , wash, cut, slice, peel, safety precautions, healthy	Fresh, pre-cooked, processed, healthy, varied, Joe Wicks, lean, nutrients, target audience, protein, energy, repair, muscle, growth, design criteria, ingredients, equipment, hygiene, safety. Industry, appealing, computer aided design, cost, convenience, quality, evaluate, improve, market research	Protein, carbohydrate, fruit and vegetables, fats and oils, dairy, fresh, pre-cooked, processed, grown, rear, caught, manufacture, sustainable, food miles, waste, CAD, mock-up, nutritionally valuable, wash, slice, cut, prepare, pitch, justify, budget
Vocabulary	axles, wheels, chassis, decorate, vehicle axle holder, test, suitable, assemble, construction, materials, functional, CAD, materials, design criteria, prototype, stringer, stiffer, stable, mechanism, slider, lever, slot, straight line, movement, backwards, forwards, rotate, intended user, purpose, pop-up, design, criteria, mood board evaluate, pop-up, purpose, appealing, design choices, labelling	template, textiles, tool, appeal, characteristics, design criteria, function, materials, cutting, joining, investigate, evaluate, fabric, chalk, seam, pattern piece, scissors, glue, staple, thread, pins, sew, purpose, user, structure, function, materials, cutting, joining, constructing, base, buttress, stabilise, centre of gravity, design, evaluate, thicker, thinner, surface, structure, metal, plastic, template, stability, stiffen, strengthen, components, prototype, design criteria, recycle, Adrien D Smith	materials, equivalent, shell, solid, combination structures, design specification, reinforcing techniques, corrugating, laminating, tabs, flange, slots, creasing, folding, bending, prototype, annotated sketch, assemble, purpose, user, evaluate, mechanism, lever, pivot, functionality, linkage, linear, slider, rotary, oscillating, intended user, design criteria, prototype, effectiveness, improvement, annotated sketch, exploded diagrams, accuracy, materials, constructing, testing, amendments	Design specification, aesthetic qualities, fit for purpose, functional, strengthen, corrugating, assemble, compartment, prototype, mock up, strengthen, Ergonomics, existing products, durability, utility, FLUMPS, design criteria, aesthetics, 3D, isometric technique, computer aided design CAD, safety precautions, prototype, cutting and joining techniques , assemble, cutting, shaping, finishing, joining, reinforce, structure, existing, ,running stitch, back stitch, cross stitch, pinning, tacking, intended purpose, properties, freehand sketch, Barthelemy Thimonnier, fashion. Garments, pattern piece, template, fastenings, finishing techniques	product, circuit, exploded diagram, battery, bulb, bulb holder, vertical, horizontal, conductor, connection, switch, crocodile clip, fault, insulator, parallel circuit, series, prototype, Thomas Edison, slider switch, toggle switch, push switch, computer aided design CAD, questionnaire, measuring, cutting, finishing, existing products, FLUMPS, design criteria, aesthetics, 3D, safety precautions, prototype, cutting and joining techniques, gear, pulley, mechanical system, mechanism, cams, innovative, exploded diagram, assemble, cutting, shaping, finishing, joining, reinforce, structure, form,	Natural, synthetic, user, fast fashion, sustainable, environmentally friendly, Cecilia Leon De La Barra, design criteria, mood board, manipulate, fabric, textile, linen, muslin, form, shape, weave, loom, shell, solid, combination structures, 3D net, prototype, cross sectional diagram, reinforce, join, score, cut, assemble, strengthen, stiffen, user, manipulate, measure, shape, vertical, horizontal, structure, purpose, design criteria
Significant Individuals	Autumn 1 Joe wicks	Spring 1 Adrien D Smith	Summer 2 Diane Kochilas	Summer 1 Barthélemy Thimonnier	Summer 1 Thomas Eddison	Autumn 2 Cecilia Leon De La