

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Design and Technology Report Autumn Term 2022

Subject Vision

To provide opportunities through accurate design and the use of new and existing technologies to solve relevant problems by:

- taking risks
- being resourceful
- innovating and exploring

Through high-quality DT teaching and learning opportunities, the subject vision intends to provide pupils with opportunities to secure more practical skills and knowledge whilst furthering pupils' understanding of how the world works.

Teaching and Learning

Design and Technology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation		Using recycled materials to make something useful or beautiful	Cars with moving wheels	Food from the farm		
Year 1		Cutting and joining: puppets	Textiles: sewing - running stitch			Food: Healthy and varied diet
Year 2		Building structures: trebuchets		Food: baking, hot cross buns		Mechanisms: Aircraft with moving parts
Year 3		Exploring materials: functionality and aesthetics; shadow puppets		Mechanisms: wheels and cams; moving toys		Food: soup
Year 4		Food: on-the-go lunch product including packaging materials		Textiles: pattern pieces and applique		Electrical systems: program, monitor and control
Year 5		Materials: complex structures, stiffen and reinforce; bridges and engineering		Food from other countries - fajitas		Electrical products: program, monitor and control devices
Year 6		Woodwork: Morrison shelters		Conservation prototypes; Enterprise		Food: celebration menu (including courses from other cultures)

Our DT units have been designed to be taught in discrete lessons with cross-curricular links made explicit during DT lessons but not the main focus of the learning in a cross-curricular, thematic approach. This supports pupils in developing subject-specific knowledge and skills.

We use the mastery flow model, where it is appropriate, to teach pupils progressively within a unit with **representation, fluency, probing question, further extension** and **rich tasks** each building upon the content taught within the previous learning.

Opportunities for Spiritual, Moral, Social and Cultural development are embedded in our DT curriculum with examples including the teaching of hot cross buns in Year 2 with reference to the religious significance of the food and the way that food is often used, in many cultures, as a symbol for religious festivals.

Assessment

Assessment is a key part of the teaching and learning cycle and our approach to assessment incorporates formative assessment through questioning and marking allows teachers to scaffold and deepen learning appropriately for those who need it. Summative unit by unit assessments are also captured to identify how successful pupils have been in their learning over time and these are used by subject leaders to inform curriculum developments as well as by future teachers to identify where pupils may need to begin in their learning.

Year group	All pupils
Foundation ARE+	
Foundation GDS	
Year 1 ARE+	93%
Year 1 GDS	
Year 2 ARE+	96%
Year 2 GDS	15%
Year 3 ARE+	87%
Year 3 GDS	13%
Year 4 ARE+	
Year 4 GDS	
Year 5 ARE+	90%
Year 5 GDS	6%
Year 6 ARE+	93%
Year 6 GDS	6%

Monitoring

Monitoring of Autumn Term data which has been submitted shows that pupils achieve well in DT across the school.

SEND

Design and Technology: support for children with SEND and children not working at ARE

Pre-teach key vocabulary and skills 1:1. Consider using frames or adhesives e.g., masking tape) that hold down learners' work to surfaces. Provide a word and/or picture bank Modelling 1:1

Individualised

Possible indicators

- Fine and/or gross motor difficulties
- Difficulty in the classroom environment
- Vision or auditory difficulties
- Sensory processing difficulties

Pre-teach key vocabulary.
Duration of activities is apt. Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs, and images support understanding. Language is at appropriate developmental level. Structured, consistent routines.

Targeted

Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing.

Key vocabulary should be clearly displayed and used repetitively throughout lessons. Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied. Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. Share teacher thought process aloud at each stage.

Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.

Support learners to develop their fine motor skills through regular opportunities. Concrete resources/multisensory approach. Additional time.

Repeated learning Opportunities given to record in different ways e.g., video, photographs, role play, word processing, voice recording, scribe, mind maps, writing frames.

Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise.

Feedback recognises progress and effort, as well as achievement.

Universal