



love the journey

Curriculum Implementation 2024-25

Primary

LCA Strand	Technology, Enterprise & Sport
Subject	DT

What are the key concepts taught?	Key concepts such as food technology, model making and structure building are developed in EYFS and built on in KS1 and 2. In KS1, we learn more about woodwork, sewing and electronics and build on these skills again in KS2. Throughout our projects, subject-specific vocabulary is taught, and children are taught how to read a design brief, create design criteria, design, make and evaluate a product.
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What is the sequencing of units?	<p>EYFS</p> <ul style="list-style-type: none">• Develop motor skills to use tools safely and competently.• Use artistic effects to express ideas.• Create structures using construction kits• Throughout the year, celebrate and share creativity. <p>Chapter 1</p> <ul style="list-style-type: none">• Unit 1 - Homes• Unit 2 - Fruit and Veg• Unit 3 - Moving Pictures <p>Chapter 2</p> <ul style="list-style-type: none">• Unit 1 - Puppets• Unit 2 - Vehicles• Unit 3 - Pizzas <p>Chapter 3</p> <ul style="list-style-type: none">• Unit 1 - Bunting• Unit 2 - Bread• Unit 3 - Moving Pictures (Levers and Linkages) <p>Chapter 4</p> <ul style="list-style-type: none">• Unit 1 - Night Lights• Unit 2 - Roman Purses• Unit 3 - Marble Run (Strong Structures)
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	<p>Chapter 5</p> <ul style="list-style-type: none"> • Unit 1 - Foods of The World • Unit 2 - Wind Chimes • Unit 3 - Kites <p>Chapter 6</p> <ul style="list-style-type: none"> • Unit 1 - Masks • Unit 2 - Phone Cases • Unit 3 - 2d Design
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Design technology skills are integrated throughout every unit. Each unit aims to follow a similar structure from a problem to solve through to the creation of a piece and its evaluation. This means that the same skills of design, creation, evaluation etc are developed as the children progress through the years in primary. Some units focus more heavily on certain aspects, but the key features of the design progress are built upon year after year with increasingly impressive vocabulary, evaluation techniques and technology skills being introduced. This means the skills developed have regular practice and each unit of work provides an opportunity for pupils to continuously develop and explore new skills.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more able and disadvantaged pupils?</p>	<p>Adaptive teaching is used to ensure all pupils access the subject safely and purposefully. Our booklets are adapted to the needs of the children. For example, some pupils may have a booklet where the writing load is reduced, meaning they can focus on the subject-specific purpose of the lesson, or pupils may be given booklets with questions and challenges designed to stretch and engage them in higher-level thinking.</p> <p>Tools are also used to ensure teaching is adaptive. For example, in a sewing lesson, pupils will use large, plastic needles until they are able to move onto increasingly small metal needles. Some pupils may use certain scissors that meet their physical needs. More able pupils are challenged to choose the tools that best suit their needs and aims.</p> <p>The key vocabulary words are included in the booklets to support some SEND learners as well as EAL learners. Key vocabulary is repeated and often the class are encouraged to think of an action to match the key word to help the word sit in the long-term memory of all learners.</p> <p>ICT is used to engage pupils and real-life jobs and situations are regularly referred to, inspiring pupils and encouraging hard work.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Our 'Do Now' often recaps learning from the previous lesson. Pupils are encouraged to regularly look back through their booklets and consider the journey of the entire project. Children are encouraged to adapt and improve their design as they work through the project. All projects have the opportunity to be reflective when evaluating their finished projects.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Pupils are encouraged to improve their vocabulary by learning and practising reading subject-specific vocabulary. Pupils are often asked to research existing products, allowing them to apply their reading skills.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Correct spelling of key vocabulary, writing up methods, evaluations and design criteria.</p> <p>Numeracy: Measuring materials with increased accuracy. Budgeting for products. When doing market research, compare the prices of different products and how they might price their own product.</p> <p>Oracy: Pupils will be asked to orally explain their designs and justify their design choices. Some projects provide opportunities to present market research or to 'sell' their product. Pupils will often work in groups and be supported to share their ideas and work collaboratively. Children become reflective learners and can orally evaluate existing products as well as their own work.</p> <p>SMSC: Children are taught skills such as;</p> <ul style="list-style-type: none"> • Teamwork - learning how to work with others towards a shared goal. • Understanding of other cultures- through our food tech units. Whenever appropriate the history and culture of a product is shared with the pupils (e.g. Roman Purses). • We consider what 'Fair Trade' means and why it's important. • We try to be environmentally responsible and use recycled materials in lots of our projects.
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