



# D/T ON A PAGE

Subject Leader: Mrs Thompson

## Book Expectations

- Journaling approach is preferred for the majority of recording. This should be in topic books
- A red sticker should be displayed to indicate DT work.
- Date and LO is recorded on the unit cover which is stuck in the front of the book.
- A range of activities should be used to record learning e.g. photographs, plans, circuit diagrams, etc.

## Lesson Structure (incl. planning)

- We use Kapow for DT lesson planning
- Equipment should be ready and accessible for learning to start promptly
- There is usually a recap and recall aspect at the start of each lesson.
- Children should be taught how to safely use appropriate resources/materials, with demonstrations of good practice and common mistakes.
- Objectives will be shared through Kapow as well as relevant vocabulary.
- Enquiry questions should be used and lesson delivery should promote 'botheredness'.

## Assessment

- We use iTrack to record summative assessment data.
- Kapow assessment quizzes for prior learning recap as well as post learning are used.
- Knowledge organisers are shared with the children (this may be through display – age/topic dependent).
- Teacher led assessment (on practical skills and understanding/knowledge of key concepts) throughout the topic based against the sticky knowledge/end points.

## Adaptive Strategies

- Opportunities to demonstrate skills, knowledge and understanding in different ways – mind maps, voice recordings, videos etc + wider curriculum reinforcement
- Mixed ability partners & talking partners
- Clear objectives and vocabulary referred to throughout lessons (and displayed)
- Visual aids and tactile resources/ useful apps where appropriate
- 1:1/small group support provided by TA (in year groups with TA support)

## Enrichment

- Trips to support learning outside the classroom (train trips to Manchester etc.)
- Visitors into school e.g. sewing groups, woodworkers, crafters.
- Linked Art and Topic activities – cross curricular.
- Exploring different cultures through crafts.

## Display/Working Walls/Resources

- Appropriate vocabulary displayed with suitable accompanying images (where appropriate)
- Examples of projects in sequential form to be available
- Quality resources that bring D/T to life.
- Linked artwork and wider curriculum learning.
- Relevant resources on a table/working wall for display.
- Linked books within class libraries, fiction and non-fiction