



Wardley CE Primary School Curriculum Inclusion Strategies - Design Technology



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in design technology. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
<p>Whole School</p>	<ul style="list-style-type: none"> - All adults are aware of individual children’s barriers to learning, so they can best meet their needs. - A quiet, calm working environment, to minimise distractions. - Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention. - Deploy all adults strategically, to achieve the best pupil outcomes. - All adults modelling accurate and precise design & technology language. - Regular opportunities to revisit prior learning in design technology. - A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> - Adults use Blank Level Questioning, appropriate to each child. - Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding of design technology. - Plenty of speaking and listening opportunities for pupils to articulate their understanding of design technology concepts and listen to their peers. - Provide extra time to allow children to process questions, think about their answers and respond. - Hands-on practical experiences, wherever possible, to observe design technology in action/real life.
<p>Early Years Foundation Stage</p> <p>Linked to Expressive Art & Design Development Matters area of learning.</p>	<p>Within EYFS;</p> <ul style="list-style-type: none"> - Offer opportunities to design a product before making. <i>In both year groups, a range of tools and materials are readily available within the provision so that pupils can decide what they will use when making a product.</i> - Adults offer open-ended opportunities to pupils to support or challenge children with their next steps. <i>In EYFS, there are continual opportunities to practise skills such as joining (glue, folds, staples...) which directly feed into the National Curriculum and create a solid foundation for children moving into Key Stages 1 and 2.</i> - Blank level questioning used, which will support children appropriate to their level of communication and language. - Planned opportunities for different construction materials in the provision such as wooden bricks, Lego, Playdough, art straws etc. - Provide opportunities to pupils linked to texts. <i>In Nursery, children are offered the opportunity to build model houses for the 3 Little Pigs or build emergency service vehicles</i>

	<ul style="list-style-type: none"> - Children are offered regular cooking opportunities based on class stories, micro topics or considering healthy food choices. <i>Examples include gingerbread men, vegetable soup, and fruit salads.</i> - When studying different celebrations and festivals from around the world, children are invited to try foods from other cultures. <i>Examples include, Chinese New Year and Diwali</i>
Key Stage 1 & 2	<p>In KS1 and KS2 adults;</p> <ul style="list-style-type: none"> ● Use appropriate non-verbal communication. Include gesture, body language and eye contact ● Use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge) ● Limit the number of questions asked ● Give children the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need. ● Give verbal information made visual e.g. word lists, vocabulary lists ● Give lots of targeted, focused praise e.g. good listening, good sitting ● Use of Blank Level questions targeted and pitched to the children at their correct level <p>Within KS1 & KS2;</p> <ul style="list-style-type: none"> - Each unit of work is broken down into 4 stages (investigate, design, make & evaluate) <i>In Y1 to 6, children's work booklets show this progression through each unit. They are passed up through the year groups.</i> - Scaffolding learning to support pupils to become more independent e.g. display instructions, modelling step by step for each area of the unit. <i>Before designing the product, pupils will study secondary sources depicting the products as well as its history and great innovators such as Joseph Draps (chocolatier). They then use this information to help them to consider and inspire them how best to design and make their own product.</i> - Sharing working models of a product with pupils relevant to that unit. <i>In Year 1 to 6, during their food technology unit, pupils sample different chocolates, fruits, vegetables, breads, fillings, pittas & dips, and evaluate these products before creating their own.</i> - Children with special dietary requirements are considered and food samples are adapted to their specific needs. <i>They include gluten free, no pork products and peanut allergies.</i> - Use of visuals to ensure that children understand the use of the product. <i>In Year 2s and 4s mechanisms unit, pupils design and cards with moving parts.</i> - Adults model the teaching of new skills to demonstrate how to use tools and equipment correctly. - Time planned into every unit to practise new skills required within that unit. <i>In Year 2s, 3s and 6s textiles unit, the pupils practise different stitches such as running, back and over as well as stitching two pieces of material together before they create their final product.</i> - Adults regularly question children throughout the unit to assess understanding.

- Use differentiated tools and materials to support children to complete their final product. *In Year 3's structures units, a net is required to produce the final product. Some pupils will create their own net (measure, draw, score and cut out) whereas other pupils will use a pre-made net that requires them to cut out.*
- Experiential learning approach used with each unit, which allows the pupils to be constantly evaluating their own practice and considering their next steps.
- There are many cross-curricular links which help to embed and support the children's understanding of subjects such as Science and History. *In Year 4 and 6 electrical circuits are demonstrated with robots and games respectively while Year 5 topic of The Mayan civilisation is represented through 3D structures.*
- Differentiated evaluations in the final stage of the unit. *In Year 1, children use visuals to help pupils complete a simple evaluation of the unit.*
- Careful use of pupils, who are able to model correct use of vocabulary and explain design technology concepts clearly to their peers.
- The use of videos helps support understanding of techniques needed to create a final product. *In Year 6's food unit, pupils watch cooking videos to help them understand how best to create their own 'Lord Woolton Pie'.*

Vocabulary

- Reduce the amount of vocabulary within a design technology lesson to avoid cognitive overload.
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps.*
- Where necessary, simplify scientific vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of design technology vocabulary and concepts.