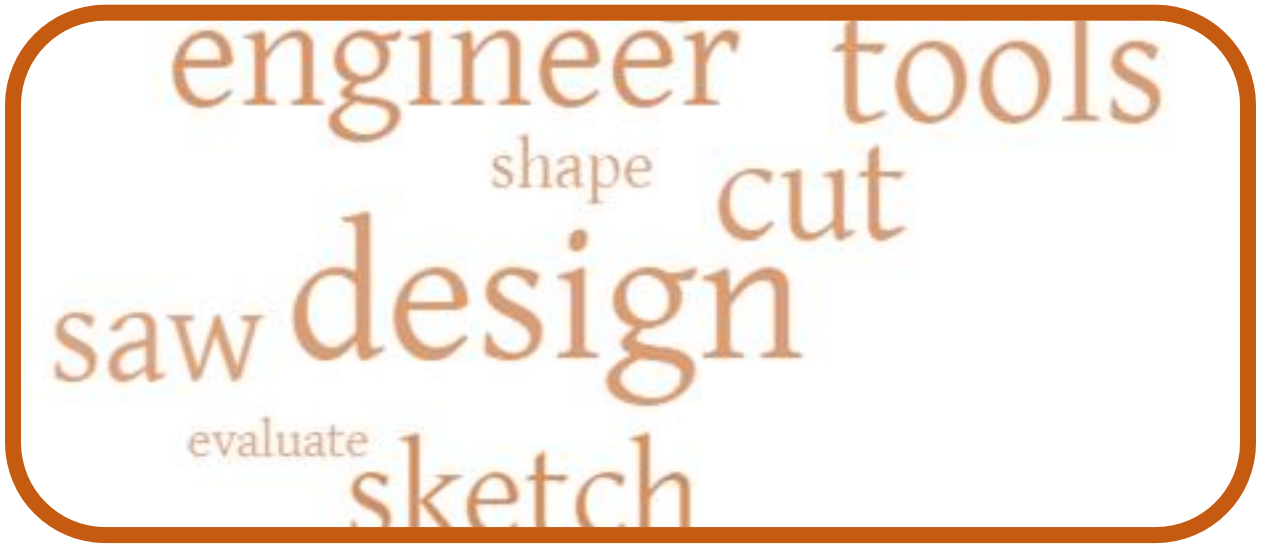
DESIGN AND TECHNOLOGY

AT

HAZEL LEYS ACADEMY



VALUES	RESPECT Each Other RESPECT Our Environment & Community RESPECT Yourself
INTENT	At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to **ignite** the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them. We encourage them to **aspire** to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can **achieve** anything they set their minds to and become exceptional contributors to their communities. Together, we can **ignite, aspire,** and **achieve** amazing things! • **Ignite.** We ignite passions. • **Aspire.** We inspire aspirations. • **Achieve.** We achieve greatness. The principles of our knowledge-rich curriculum are: • Knowledge is **valued** and **specified** • Knowledge is **well-sequenced** • Knowledge is **taught to be remembered** The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Purple Mash, Jigsaw and Primary Languages. charanga · Primary Languages Network · purple mash · jigsaw
SKILLS FOR LIFE	The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects: 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork

Overview

At Hazel Leys, we believe that a comprehensive design and technology curriculum is a knowledge rich curriculum. This curriculum aims to inspire students to think about the important and integral role which design and the creation of designed products play in our society. Wherever we look, evidence of design is all around us. From chairs to hospital equipment, from clothes to websites, from advertisements on the side of a bus to playground equipment, everything has been designed

The curriculum fulfils the requirements of the National Curriculum for England. This course of study seeks to show how design and technology shapes the world around us. The curriculum is split into three different areas: 'cook', 'sew' and 'build'. It is designed so that each year group will complete a unit of work in these three different areas once a year. Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge enduring and contemporary concerns of modern design.

Intent

Each unit specifies the concepts and skills which the students are expected to learn over the course of a unit. These concepts and skills progress gradually throughout the course of the six years of study.

In 'cook' students learn to cook from recipes which gradually build basic culinary skills, culminating in year six with the creation of a mezze-style meal requiring the pupils to produce various small dishes. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures. In each session the children cook from one recipe.

In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.

In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. This culminates with year six learning to consider the user in real life, designing a water wall for children in reception. Once again, the practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. These concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.

Implementation

At Hazel Leys, the sequence of lessons in the 'sew' and 'build' areas of study follow a structure to enable the students to become familiar with, understand and practise the process of design: research and investigate, design, make, use and evaluate. The planning for each unit of work specifies the product the children will make, the purpose and user of the product. This specification acknowledges the importance of purpose and user within in the design process. Throughout the course of the lessons the students explore existing products and their uses, generate ideas and designs by creating drawings and prototypes against criteria which they devise having considered purpose, function and appeal. Evaluation against these criteria concludes the process. All staff know that discussion is an important part of this process, as is consideration of the properties of potential materials and the choice of tools. Learning about fundamental concepts, skills, developments in history and understanding of the influence of key individuals in the field are interleaved into this process-driven structure.

The students' understanding of key skills and concepts builds from year to year, assessing and cementing prior learning, and therefore the implementation of the curriculum in the given sequence is crucial. The curriculum is designed to be delivered alongside our knowledge rich art, science and history curricula, as parts of it directly relate to areas of knowledge which the pupils acquire in these subjects. Where a unit looks at concepts which are also addressed in these subjects, the design and technology unit is generally taught after units in these other disciplines. This allows the children to approach their study of design and technology with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines.

It is expected that students' study will be recorded in sketchbooks. These should be viewed as working documents which evidence the design process and may include notes, annotated photographs, drawings, diagrams and photographs of prototypes and finished work, as well as students' evaluation of the projects which they undertake. This will ensure that teachers and pupils alike can easily identify progression in knowledge, process and application of skills.

At Hazel Leys, we recognised that the procurement and management of resources is a large part of delivering a design and technology curriculum. Every effort has been made to provide activities which use economic or recycled resources. In addition, the sequence of units ensures that only two year-groups at a time are using the same set of resources so that the purchase of equipment is kept to a minimum. To emphasise the importance of the user/consumer in the process of design there is provision each term for students to take part in an event to celebrate what they have made. This also creates the opportunity for students across different year groups to work together.

EYFS

Through Expressive Arts children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales and our outdoor environment supports this well. Staff encourage the children to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

Every unit of work covers all of the Early Learning Goals (ELG's) within the Early Years Framework. With children having opportunities to return to skills in order to develop mastery within art.

IMPACT

The impact of this curriculum design will lead to progress across key stages relative to a child's individual starting point and their progression of skills. Our Design and Technology curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice, product research, final pieces and evaluations. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Achievements are celebrated in classrooms by displaying cross-curricular work and our whole school design and technology displays.

We will measure the impact of our curriculum through the following methods:

- Annual reporting of standards across the curriculum.
- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.
- End of unit quizzes

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. We will be able to evaluate the impact of our Design and Technology curriculum through recording the children's voice and monitoring the work that they produce.

We expect that children will able to demonstrate:

- An understanding of functional and aesthetic properties of a range of materials and resources.
- An understanding of how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- An ability to build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- An understanding and application of the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- An appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognition of where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluation skills and reflect on learning at different stages and identify areas to improve.
- The end of key stage expectations outlined in the National curriculum for Design and technology.

Curriculum Design - Overview

EYFS - DT

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Nursery	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits Rhythm, Pulse and Sound Composer:	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people.	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist. Instrumental Activities Composer: Louis Armstrong Music and dance	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a

	Wolfgang Amadeus Mozart, Allegro from A Little Night Music. Miro's work	Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf Pissarro's seasons paintings	lines. Puppets: Chinese New Year Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel Jackson Pollock	Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets Playing with Sounds: Singing Games including call and response Lowry's houses and architecture of Hunderwasser	sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice Van Gogh's Sunflowers	suitable piece of sports wear Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel Degas' Ballet Dancer
Reception	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music. Miro's work	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf Pissarro's seasons paintings	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel Jackson Pollock	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets Playing with Sounds: Singing Games	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist. Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice Van Gogh's Sunflowers	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel Degas' Ballet Dancer

				including call and response Lowry's houses and architecture of Hunderwasser		

Year 1

Autumn
Cook

Dips and Vegetables

Concepts
Nutrition—vegetables
Sweet v savoury
Cooked v raw
Cooking from different cultures—Greece

Skills
Following a simple recipe
Measuring in spoonfuls
Cutting, chopping
Using a knife and a chopping board
Bridge and claw technique
Cutting with scissors
Mashing, mixing

Jam Tarts/Mince Pies

Concepts
What is a recipe?
Cooking from different cultures—England
Sweet v savoury, cooked v raw
A pie can be made with pastry
Seasonality—preserving fruit for the winter

Skills
Following a simple recipe
Measuring in spoonfuls
Rubbing fat into flour
Mixing
Making, rolling and cutting pastry
Baking
Cooling

Spring
Sew

Animal Sock Puppets

Concepts
Process of design
Making products with fabric
Properties of a range of materials
Using suitable materials
Fixing fabric together
Reusing/recycling materials
Features of a puppet
Features of different animals

Skills
Research and Investigate: Existing products
Design: Understand criteria (user, purpose, function, appeal), generate/develop ideas, talking, drawing, labelling
Make: Select tools/materials, making paper templates, drawing/cutting shapes, gluing, joining fabric, drying
Use and Evaluate: Recording of children using puppets, evaluate against criteria

Summer
Build

Vehicles

Concepts
Process of design
Vehicles: user and purpose
Mechanical systems: wheels and axles
Wheels and axles in everyday examples
Structures and materials—strong, stiff and stable.
Materials—properties and functionality
Vehicles and pollution

Skills
Research and Investigate: Different types of vehicles, different parts of a vehicle, explore wheels and axles in toy cars
Design: Understand criteria (user, purpose, function, appeal), generate/innovate/develop ideas, talking, drawing, labelling
Make: Select tools/materials for making a toy vehicle with wheels and axles, cutting, different ways of joining decorating, finishing
Use and Evaluate Car racing in the playground exploring speed, film/photograph children doing this, evaluation against criteria and existing products

Year 2

Autumn
Cook

Pizza

Concepts
Processed v home-made food
Preserving food
Cooking from different cultures—Naples, Italy
History and cost of food
Savoury

Skills
Following a simple recipe, measuring using spoons
Mixing/making a dough/kneading, rolling and shaping
Spreading
Cutting/Slicing—bridge and claw technique
Tearing
Presentation
Baking

Gingerbread

Concepts
Spices, spicy/sweet
History of food, food transport and cost of ingredients
Decoration
Cooked v raw
Baking

Skills
Following a simple recipe
Measuring using spoons
Chopping, Mixing
Rubbing fat into flour
Cracking an egg
Making a dough, rolling, cutting
Baking, cooling, decorating

Spring
Sew

Pencil Cases

Concepts
Process of design
Features of a pencil case—size, materials, fastenings, shape, joining, decoration
Using suitable materials
Properties of different materials
Making products with fabric
Join fabric together—sewing and gluing
Creating stiches with a needle and thread

Skills
Research and Investigate: Existing products
Design: Understand criteria (user, purpose, function, appeal), generate/develop ideas, talking, drawing, labelling
Make: Select tools/materials, making paper templates/ patterns, drawing/cutting shapes, threading a needle, tying a knot, running stitch, sewing on a button, gluing on decoration
Use and Evaluate: Photograph pencil cases, written evaluation against criteria

Summer
Build

Moving Pictures

Concepts
Process of design
Mechanical systems: levers and sliders
Levers and sliders in everyday examples
Structures and materials to make levers and sliders in moving pictures strong, stiff and stable.

Skills
Research and Investigate: Levers and sliders, examples of what products which used these: see saw, scissors, hammer, wheelbarrow, shaduf, research examples of moving pictures
Design: Understand criteria (user, purpose, function, appeal), generate/innovate/develop ideas, talking, drawing, labelling, creating a mock up
Make: Select tools/materials for making a moving picture with levers and sliders, cutting, different ways of joining decorating, finishing
Use and Evaluate: Photograph pictures, evaluation against criteria and existing products

Year 3

Autumn
Sew

Key Rings/Decorations

Concepts
Process of design
Making products with fabric
Types of fabric - natural/synthetic
Properties of fabric—thickness, softness, stretchiness
How fabric is fit for purpose
Features of a key ring/decoration—size, materials, shape, joining, stitching, decoration

Skills
Research and Investigate: Examples of key rings/ decorations, different fabrics, how to make felt
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings
Make: Select tools/materials, making paper templates/ patterns, drawing/cutting shapes, pinning, threading a needle, tying a knot, running stitch, backstitch, joining, stuffing, gluing, sewing/gluing on a loop
Use and Evaluate: Photograph, written peer evaluation—against criteria and existing products

Spring
Build

Pop-up Books

Concepts
Process of design
Mechanical systems: linkages: moving pivot, fixed pivot, types of motion
Linkages: uses and purpose in everyday examples
Materials to make linkages in moving books: strong, stiff and stable.

Skills
Research and Investigate: Linkages, examples of what products which used these: clothes horse, lifts, tool box, engines
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings and prototypes
Make: Select tools/materials for making pop-up book with linkages, cutting, different ways of joining, decorating, finishing
Use and Evaluate: Photograph books, written evaluation against criteria and existing products

Summer
Cook

Bread and Butter

Concepts
Sweet/Savoury
Making bread with flour made from wheat
Yeast , wholegrains and health
Baking
Dairy products, milk and butter production

Skills
Following a recipe, measuring using scales
Using yeast
Mixing
Making a dough, kneading, rising
Baking
Cooling
Slicing, spreading

Pasta

Concepts
Sweet/Savoury
Food from different cultures
Pasta, pasta production
Vegetables are part of a healthy diet
Tomatoes—production, preserving

Skills
Following a recipe
Weighing using scales
Using a knife—claw method
Using a chopping board
Chopping
Peeling
Pressing

Year 4

Curriculum

Autumn
Sew

Cushions

Concepts
Process of design
Making products with fabric
Types of fabric - natural/synthetic
Properties of fabric—thickness, softness, stretchiness
Features of a cushion – size, materials, shape, joining, decoration
Decoration—appliqué

Skills
Research and Investigate: Appliqué, cushions, running stitch, backstitch, overcast stitch (whipstitch)
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings
Make: Select tools/materials, making paper templates/ patterns, drawing/cutting shapes, pinning, threading a needle, tying a knot, running stitch, backstitch, overcast stitch (whipstitch), appliqué, stuffing
Use and Evaluate: Photograph, written evaluation, peer evaluation—against criteria

Spring
Build

Moving Miniature Playgrounds

Concepts
Process of design
Mechanical systems: gears, teeth, interlock, motion transfer, drive gear, driven gear, gearing up, gearing down
Gears: user and purpose in everyday examples
Structures and materials to make a product with gears — 3d shapes, strong, stiff and stable.
Electrical systems: circuits, batteries, bulbs and buzzers

Skills
Research and Investigate: Gears; examples of products which used these: tin openers, bicycles, how gears on a bicycle work, history of gears, ancient Greek Antikythera mechanism (used to predict astronomical positions)
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings and exploded diagrams
Make: Select tools/materials for making a moving toy with gears and an electrical circuit, cutting, different ways of joining, decorating, finishing
Use and Evaluate: Written evaluation against criteria and existing products

Summer
Cook

Ratatouille and Couscous

Concepts
Sweet/Savoury
Ratatouille—food from France
Couscous—food from North Africa
Vegetables as part of a healthy diet
The different parts of a plant which we eat

Skills
Following a recipe
Weighing using scales
Using a knife—bridge and claw method
Using a chopping board, chopping
Peeling an onion
Cooking vegetables
Soaking

Apple Crumble

Concepts
Sweet/Savoury
British cooking
Different varieties of apples, seasonality
Apples as part of a healthy diet
Environment, sustainability, affordability

Skills
Following a recipe, weighing using scales
Peeling, coring, chopping
Using a knife—bridge method
Using a chopping board
Rubbing fat into flour
Sprinkling
Baking, cooling

Year 5

Autumn
Build

Cams Toys

Concepts
Process of design
Mechanical systems: cams, followers, sliders, camshaft, rotary motion, linear motion, cam profiles
Everyday examples and purpose of cams mechanisms
Structures and materials to make products with cams and followers —3d shapes, strong, stiff and stable

Skills
Research and Investigate: Cams mechanisms, examples of what products use cams and followers (mechanical toys, sewing machines, engines, clocks), history of cams and mechanisms (Ismail al-Jazari), structure of a cams toy
Design Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings, cross-sectional diagrams
Make Select tools/materials for making a cam toy, cutting, different ways of joining, decorating, finishing
Use and Evaluate Videoed peer evaluation—against criteria and existing products

Spring
Cook

Pitta Bread

Concepts
Sweet/Savoury
Bread as part of a balanced, healthy diet, different types
Using yeast—leavened/unleavened bread, baking
Cooking from different cultures
Wheat production

Skills
Following a recipe
Measuring using scales
Activating yeast
Mixing
Making a dough, kneading
Rolling and shaping
Baking, cooling

Honey Cake

Concepts
Sweet/Savoury
Honey production and history
Health benefits of honey
Cooking from different cultures
Baking

Skills
Following a recipe, measuring using scales
Mixing
Cracking an egg
Beating
Pouring
Sprinkling
Baking, cooling

Summer
Sew

Bags

Concepts
Process of design
Making products with fabric
Types of fabric—natural/synthetic
Properties and suitability of fabric
How fabrics are made—weaving
Features of a bag – size, materials, fastenings, shape, joining, decoration, handles.
Decoration—appliqué, embroidery

Skills
Research and Investigate: Methods of decoration—appliqué, embroidery, bag design, materials and features
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings
Make: Select tools/materials, drawing/cutting shapes, pinning, threading a needle, tying a knot, backstitch, overcast stitch (whipstitch), joining, embroidery, appliqué, plaiting
Use and Evaluate: Written evaluation, photograph, film peer evaluation—against criteria and existing products

Year 6

Autumn
Build

Water Walls

Concepts
Process of design
Mechanisms: pulleys, Archimedes' screw
Everyday examples and purpose of pulleys, purpose of Archimedes' screw
Structures and materials to make products with pulleys in everyday examples—3d shapes, strong, stiff and stable
Plastics pollution/recycling/reuse
Use of electricity and connection to global warming
Engineering systems to create environmentally friendly solutions—Nav Sawhney and the Washing Machine Project.
Appropriate use of materials

Skills
Research and Investigate: Investigate water wall and pulleys
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings and prototypes
Make: Select tools/materials for making a water wall for Reception with recycled objects, cutting, tying knots, sticking, making holes
Use and Evaluate: Evaluation with user (Reception)—against criteria and existing products

Spring
Cook/Build

Mezze

Concepts
Sweet/Savoury
Bread as part of a balanced, healthy diet, different types
Using yeast—leavened/unleavened bread, baking
Cooking from different cultures
Wheat production

Skills
Following a recipe, weighing ingredients using scales
Using a knife—bridge and claw method
Chopping, grating
Squeezing a lemon
Using a garlic press, seasoning
Soaking, mixing, mashing
Cracking an egg, cooking with meat

Electrical Toys

Concepts
Process of design
Electrical Toys: user and purpose in everyday examples.
Electrical systems: circuits, batteries, bulbs, buzzers and motors.
Structures and materials to make a product with an electrical circuit — 3d shapes, strong, stiff and stable.

Skills
Research and Investigate: Examples of products which use electrical circuits
Design: Devising criteria (user, purpose, function, appeal); generate/innovate/develop ideas; create annotated drawings
Make: Select tools/materials for making a toy with an electrical circuit, connecting components, cutting, joining, decorating, finishing
Use and Evaluate: Written evaluation against criteria and existing products

Summer
Sew

Upcycling Fashion

Concepts
Process of design
Fast fashion and globalisation
Waste and pollution
Upcycling, recycling, sustainability
Processes for making clothes—seams and hems
Decoration—appliqué, embroidery, buttons, gluing

Skills
Research and Investigate: Fast fashion, upcycling, recycling, sustainability
Design: Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings, pattern pieces
Make: Experimentation with upcycling existing garments, select tools/materials, drawing/cutting shapes, creating pattern pieces, pinning, threading a needle, tying a knot, joining, appliqué, embroidery, running stitch, backstitch, overcast stitch, plaiting, attaching a button
Use and Evaluate: Written evaluation, photograph, evaluation—against criteria and existing products, film fashion show

SEND – Strategies for supporting access • Break down learning – now/then • Adult support – start off then independent (where possible) • Images to support • Specific simple instructions • Adaptive teaching • Re-capping within lessons for all or groups of pupils • Mixed ability groups • Definitions – revisit • 6 part lesson • Knowledge focused approach	**Enrichment** Educational visits are another opportunity for Art to take place outside of the classroom. • Local jobs using DT • Creating for a purpose • Lemonpop Academy • DT competitions in house teams • DT half term projects

Subject Leadership and Development

Subject Strengths • Pupil enjoyment of DT lessons • Collaborative approach to the planning – LTP/MTP with all staff • Clear sequence of learning in planning	**Areas to Develop** • Continue to develop use of knowledge organisers • Develop exemplification folders • To develop staff confidence with delivering the DT curriculum • Build up a large bank of DT resources for the school
Monitoring • T1 Focus – MTPs - Book monitoring • T2 Focus – Connections – CTs discussions – Books/pupil voice • T3 Focus – SL discussions with CTs - Book monitoring	**CPD** • Sequence of learning – Development of LTPs and MTPs – identifying and addressing gaps SL curriculum monitoring CPD