

# D.T. Curriculum

## Intent:

**With these aspirations, our INTENT for the D.T. curriculum is for pupils to:**

To teach children to be inspired by real world opportunities and relevant problems, including the ever-changing technological world.

To teach children to identify needs and develop a range of ideas and solutions.

For children will overcome challenges and improve products and designs.

For children will develop and use new skills and a range of tool, materials and IT.

For children to become risk takers and be creative.

In Food Technology, children will plan and cook nutritious food from scratch, setting themselves up for a healthy future.

## Implementation

### **Planning**

Our DT curriculum follows the National Curriculum objectives, supported by Oak Academy units and is taught in units throughout KS2 that are sequenced to build on children's previous learning and skills. For example, in Year 3 children begin their sewing skills for Finger Puppets which they develop in Year 5 when sewing Tudor Pouches. Oak Academy has supported the curriculum by providing opportunities for children to develop their skills in mechanical devices and pneumatic toys. The design process is rooted in an enquiry-based, real life, relevant contexts to give meaning to DT. Each unit of work follows a process of skills, designing the product, making the product and then evaluating, incorporating the technical vocabulary and knowledge throughout. A wide range of resources are made available for children in DT lessons, including use of the fully equipped DaVinci kitchen that allows children to work collaboratively to apply their learning of cooking and food technology termly. Furthermore, opportunities will be made for children to use woodwork, textiles and technology such as LEGO that we offer as part of our curriculum.

### **Recording**

Each child has a DT book that represents the journey of learning and skills for that topic. Children demonstrate understanding of the project and plan what their practical will be. Once the child has completed their practice piece, we ensure to give the children time to record their evaluation which enables them to reflect on how the process has gone, what went well and what they may do differently next time. A picture of their final piece is recorded to show the endpoint within that sequence of learning.

### **Assessment**

Teachers will use their professional judgement based on both oral, written and final pieces to assess the child's progression and understanding. DT is not all about the final piece, therefore teachers will ensure to base their judgement on the child's understanding of the skills and any misconceptions that arise, either recorded in the book or orally said during class discussions and collaborative work. Subject leader will undertake book looks to assess the progression of topics.

## KS1

DT begins in EYFS and KS1 where the children are introduced to the design, make and evaluate process, using technical vocabulary, that they will use throughout KS1 and KS2. Children in EYFS begin with using skills such as chopping, cutting vegetables and threading a needle. These are used in KS2 where they begin to apply the skills to make a healthy snack and joining fabric together with the sewing technique. This prior learning enables children to use their mental models of skills and language that they can apply in KS2 where they begin to sew finger puppets and make healthy smoothies.

## SEND

As a school, all SEND children have quality first teaching as part of the DT curriculum. Alongside this, SEND children, from using the OAIP, may have scaffolds, such as word banks or stem sentences, to support completing evaluations and plans in their books where DT specific vocabulary is needed. In practical lessons, teachers will ensure risk assessments are carried out, mentioning children that may need adaptations, particularly in lessons like woodwork and chopping where there could be increased dangers. Teachers will ensure to use small steps to reduce the cognitive load and, in some cases, children will work in mixed ability groups that provide SEND children peer support. In regards to mobility skills, teachers will ensure that extra time and practice is given to support those children.

## Impact

Confidently recall and articulate the vocabulary based on their topic, understanding the meaning and context.  
Plan, design, make and evaluate a product, assessing the challenges and design.  
Reflect skills they have learnt in practical sessions.  
Know how to safely use equipment for woodwork, food technology, textiles and LEGO.  
Apply their learning by producing a physical product.  
Have an understanding of the importance of healthy eating and the impact it has on our health.

# D.T. Curriculum

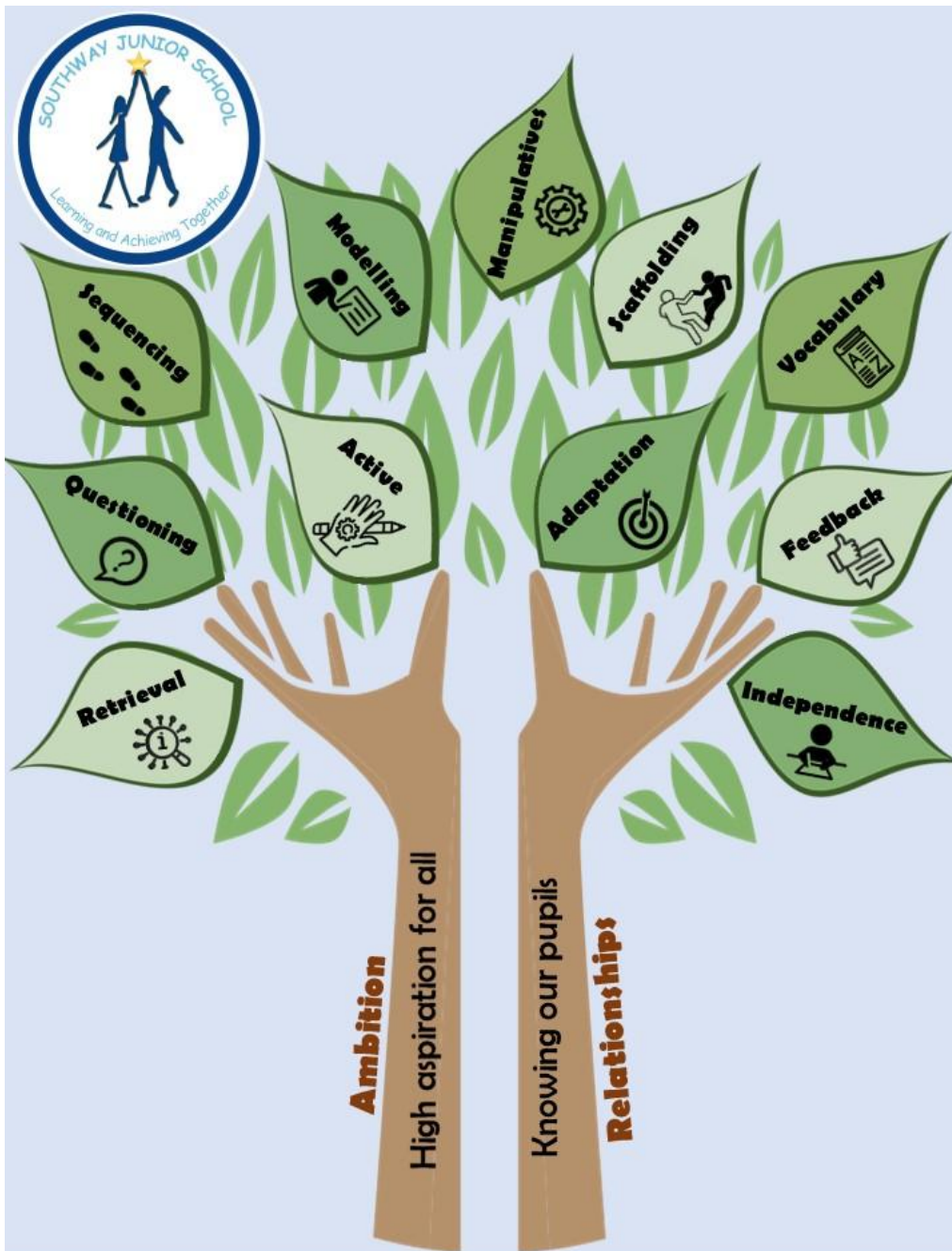


## Disciplinary Concepts

- Research
- Design
- Making
- Evaluating
- Refine: Problem Solving
- Risk awareness and safety

## Substantive Concepts

- Design
- Materials
- Structures
- Mechanisms
- Systems
- Textiles
- Food and Nutrition
- Digital World



**Ambition** – high aspiration for all...

**Relationships** – knowing our pupils....

**Sequencing** Carefully planned, building on prior learning towards endpoints

**Retrieval** Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

**Modelling** – Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

**Vocabulary** – Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

**Questioning** Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

**Small Steps** Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

**Adaptation** Adjusting to meet needs...

**Active** Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

**Hands-on** Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

**Scaffolding** Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

**Independence** Time given for practice to develop confidence in knowledge and skills

**Feedback** Giving advice and celebrating success... praise is specific and targeted  
Encourage reflection and monitor progress and adapt.

**Quality First Teaching**

**Quality First Teaching**



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# PHYSICAL EDUCATION (P.E.) curriculum

| Year group | Autumn                                                                       | Spring                                                  | Summer                                                                                         |
|------------|------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 3          | <u>Me and My World</u><br>Making hand and finger puppets for a production    | <u>Raiders &amp; Invaders</u><br>LEGO (WeDo 2.0)        | <u>Battles and Bangs</u><br>Woodwork: Picture frames                                           |
|            | <b>Food Tech:</b><br>Scones & gingerbread                                    | <b>Food Tech:</b><br>Bumbo drink                        | <b>Food Tech:</b><br>Healthy sandwich wraps                                                    |
| 4          | <u>Victorian Towns and Twisted Tales</u><br>Woodwork: Box with hinge and lid | <u>Mysterious Maya</u><br>Chocolate Day                 | <u>To Infinity and Beyond</u><br>LEGO (Summer 2)                                               |
|            | <b>Food Tech:</b><br>Victoria sponge                                         | <b>Food Tech:</b><br>Maya guacamole                     | <b>Food Tech:</b><br>Space ice cream                                                           |
| 5          | <u>Power and Palaces</u><br>Making Tudor money pouches (textiles).           | <u>We'll Meet Again</u><br>LEGO                         | <u>Seas, Storms &amp; Survival &amp; Glorious Greeks unit</u><br>Woodwork: Bird Boxes          |
|            | <b>Food Tech:</b><br>Quiches<br>(Choice of flavours)                         | <b>Food Tech:</b><br>VE day rations & bubble and squeak | <b>Food Tech:</b><br>Sushi                                                                     |
| 6          | <u>Frozen in Time</u><br>LEGO                                                | <u>Walk Like an Egyptian</u><br>Woodwork: crane         | <u>Blood, Bones and Body Bits &amp; Stone Age Unit</u><br>LEGO: Overcoming contextual problems |
|            | <b>Food Tech:</b><br>Soup                                                    | <b>Food Tech:</b><br>Sautéed chicken salad              | <b>Food Tech:</b><br>The Great Southway 3-course-menu                                          |



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# **D.T./STEM LEGO WeDo 2.0**

## **LK\$2 School Curriculum Map**

| Year group       | →                                             |                                                    |                                                                    |                                                                 |
|------------------|-----------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------|
| Year<br><b>3</b> | Getting Started:<br>Glowing Snail             | Getting Started:<br>Cooling Fan                    | Getting Started:<br>Moving Satellite                               | Getting Started:<br>Spy Robot                                   |
| Year<br><b>3</b> | Getting Started:<br>D. Milo - Collaborating   | Guided Project – Science<br>. Frog's Metamorphosis | Guided Project – Science<br>5. Plants and Pollinators              | Guided Project – Computational<br>Thinking<br>20. Volcano Alert |
| Year<br><b>4</b> | Getting Started:<br>A. Milo the Science Rover | Getting Started:<br>B. Milo's Motion Sensor        | Getting Started:<br>C. Milo's Tilt Sensor                          | Guided Project – Science<br>17. Moon Base                       |
| Year<br><b>4</b> | Guided Project – Science<br>2. Speed          | Guided Project – Science<br>6. Prevent Flooding    | Guided Project – Computational<br>Thinking<br>18. Grabbing Objects | Guided Project – Science<br>19. Send Messages                   |

Spare Guided Projects (if year groups have extra curriculum time): 1 – Pulling, 3 – Robust Structures, 7 – Drop and Rescue, 8 – Sort to Recycle. All 'Open Projects' are contexts for children to create their own devices to solve said context. They are open-ended (not guided).





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# **D.T./STEM LEGO Spike Essentials**

## **UK\$2 School Curriculum Map**

| Year group              |  |  |                                          |  |                                             |  |  |  |
|-------------------------|------------------------------------------------------------------------------------|--|------------------------------------------|--|---------------------------------------------|--|--|--|
| <b>Year</b><br><b>5</b> | <b>Amazing Amusement Park</b><br>(6/7 lessons)                                     |  | <b>Happy Traveller</b><br>(6/7 lessons)  |  | <b>Extra:</b><br><b>Great Adventures</b>    |  |  |  |
| <b>Year</b><br><b>6</b> | <b>Crazy Carnival Games</b><br>(6/7 lessons)                                       |  | <b>Quirky Creations</b><br>(6/7 lessons) |  | <b>Extra:</b><br><b>Science Connections</b> |  |  |  |

Note: The final lesson in each unit is an open-ended task where children are to create their own solutions to the contextual problem provided.



| Year Group | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 3          | <p><b>Me and My World</b></p> <p>Making Finger Puppets<br/>Designing, making and evaluating a Finger Puppet used for a production.<br/>Practice sewing techniques such as running stitch to join fabric together.</p> <p>1) <u>WALT: Explore the construction of puppets</u><br/> 2) <u>WALT: Design a puppet</u><br/> 3) <u>WALT: Practice stitching</u><br/> 4) <u>WALT: Join two fabrics together</u><br/> 5) <u>Evaluate my puppet</u></p> <p><b>Food:</b><br/> <b>Gingerbread: Children to design and make their own gingerbread, using research to support.</b></p> <p>1)<u>WALT: Describe and evaluate products</u><br/> 2)<u>WALT: Design a product</u><br/> 3)<u>WALT: Develop and communicate ideas</u><br/> 4) <u>WALT: Make a gingerbread following a recipe</u><br/> 5)<u>WALT: Evaluate a product</u></p> | <p><b>Stone\$ and Bone\$</b></p> <p><u>LEGO: Mini lessons:</u></p> <p>1)WALT: Understand how to computer program, monitor and control products (Glowing snail)<br/> 2)WALT: Understand how to computer program, monitor and control products (cooling fan)<br/> 3)WALT: Understand how to computer program, monitor and control products (moving satellite)<br/> 4)WALT: Understand how to computer program, monitor and control products (Spy robot)<br/> 5)WALT: Understand how to computer program, monitor and control products (D.Milo Collaborating)<br/> 6)WALT: Understand how to computer program, monitor and control products (Frogs metamorphosis)</p> <p><b>Food:</b><br/> <b>Smoothies</b><br/> <b>Understanding the importance of healthy smoothies, deciding smoothie ingredients and designing a packaging for it. Tasting the smoothie and evaluating it.</b></p> | <p><b>Battle\$ and Bang\$</b></p> <p>Wooden Picture Frame<br/> Children to design, make and evaluate their own wooden picture frame.<br/> Practice safely handling and using saws to chop wood.</p> <p>1)<u>WALT: Investigate free standing picture frames</u><br/> 2)<u>WALT: Investigate picture frames</u><br/> 3)<u>WALT: Make structures stronger</u><br/> 4)<u>WALT: Design a picture frame</u><br/> 5)<u>WALT: Make a picture frame</u><br/> 6)<u>WALT: Make a picture frame</u><br/> 7) <u>Evaluate a picture frame</u></p> <p><b>Food:</b><br/> <b>Healthy sandwich wraps</b><br/> <b>Using the Eatwell chart, children are to design and make their own healthy sandwich wraps. Afterwards, they will evaluate it based on healthy, texture, taste and appearance.</b></p> <p>1)<u>WALT: Understand what is needed for a balanced diet</u><br/> 2)<u>WALT: Taste and select ingredients</u><br/> 3)<u>WALT: Make a healthy sandwich</u><br/> 4) <u>WALT: Evaluate a product</u></p> <p><b>Key Vocab:</b> Carbohydrate, protein, split pin, vice, hack saw</p> |

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|   | <p>Key Vocab: Design, evaluate, running stitch, seam, fabric</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Key Vocab: Packaging, Vitamins, peel, slice</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4 | <p><b>Victorian Towns and Twisted Tales</b></p> <p>Interactive Books<br/>Children to understand how levers and linkages work and design and create their own interactive book using these skills.</p> <p>1)WALT: <u>Understand Levers and Linkages</u><br/> 2)WALT: <u>Understand parallel and push-pull linkages</u><br/> 3)WALT: <u>Understand bell crank and lazy tong leverage</u><br/> 4)WALT: <u>Design a specification</u><br/> 5)WALT: <u>Make an interactive book</u><br/> 6)WALT: <u>Evaluate an interactive book</u></p> <p><b>Food:</b><br/> <b>Victoria Sponge</b><br/> Children to understand the history of a Victoria sponge and as groups make their own Victoria sponge cake as part of a tea party.</p> | <p><b>Mysterious Maya</b></p> <p>Chocolate Day<br/>As part of their Maya topic, children will be trying different flavored chocolate. They will decide which flavors they enjoyed and create a tally chart from this.</p> <p>1)WALT: <u>Make different chocolate flavors</u><br/> 2)Taste test chocolate flavors<br/> 3)Evaluate the favorite chocolate</p> <p><b>Food:</b><br/> <b>Maya Feast: Guacamole</b><br/> Children understand what Mayans might have eaten, and have a go at making salsa and guacamole that they can try.</p> | <p><b>To Infinity and Beyond</b></p> <p><u>LEGO: Range of mini lessons eg Science Rover, Motion Sensor, Moon Base, Grabbing Objects</u></p> <p>1)WALT: Understand how to computer program, monitor and control products (Science rover)<br/> 2)WALT: Understand how to computer program, monitor and control products (motion sensor)<br/> 3)WALT: Understand how to computer program, monitor and control products (Tilt sensor)<br/> 4)WALT: Understand how to computer program, monitor and control products (Moon base)<br/> 5)WALT: Understand how to computer program, monitor and control products (speed)<br/> 6)WALT: Understand how to computer program, monitor and control products (Grabbing objects)</p> |

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|   | <p>Key Vocab: linkages, levers, bell crank, lazy tong leverage, Victoria sandwich</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Key Vocab: flavors, trial, ingredients</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Food:</b><br/>Space ice cream<br/>Based on their topic of space, children will understand the ingredients and make their own ice cream in groups.</p> <p>Key Vocab: instructor, builder,</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5 | <p><b>Power and Palaces</b></p> <p>Tudor Pouches<br/>As part of the Tudor topic, children will understand how Tudor pouches were used, then design, make and evaluate their own Tudor inspired pouch.<br/>They will learn sewing skills such as running, back, blanket and cross stitch.<br/>1)<u>WALT: Generate a design criteria for a Tudor Pouch</u><br/>2)<u>WALT: Identify features of a Tudor Pouch</u><br/>3)<u>WALT: Practice sewing stitches and techniques</u><br/>4)<u>Design a Tudor inspired pouch</u><br/>5)<u>Apply sewing techniques</u><br/>6) <u>Evaluate a product</u></p> <p><b>Food:</b><br/>Understanding what a quiche is, planning and cooking a healthy quiche.</p> | <p><b>We'll Meet Again</b></p> <p><u>LEGO: Amazing Amusement Park</u></p> <p>1)<u>WALT: Understand how to computer program, monitor and control products (The fast lane)</u><br/>2)<u>WALT: Understand how to computer program, monitor and control products (Classic carousel)</u><br/>3)<u>WALT: Understand how to computer program, monitor and control products (The perfect swing)</u><br/>4)<u>WALT: Understand how to computer program, monitor and control products (Snack stand)</u><br/>5)<u>WALT: Understand how to computer program, monitor and control products (Twirling teapups)</u><br/>6)<u>WALT: Understand how to computer program, monitor and control products (The spinning Ferris wheel)</u></p> | <p><b>Sea's, Storms and Survival</b></p> <p>Pneumatic Toys<br/>Children to understand how air can be used to move things then plan, make and evaluate their own pneumatic toy.</p> <p>1)<u>WALT: Understand how air moves things and pneumatic systems</u><br/>2)<u>WALT: Plan a pneumatic system</u><br/>3)<u>WALT: Make a pneumatic system</u><br/>4)<u>WALT: Assemble a pneumatic system</u><br/>5)<u>WALT: Evaluate a pneumatic system</u></p> <p><b>Food:</b><br/>Sushi<br/>Children to learn the origin of sushi and why it is eaten. They plan their choice of ingredients and make their own sushi.</p> |

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|   | <p><u>1)WALT: Explain what quiche is and plan a recipe</u></p> <p><u>2)WALT: Apply a recipe to make a quiche</u></p> <p><u>3) WALT: Taste and evaluate a recipe</u></p> <p>Key Vocab: blanket stitch, cross stitch, aesthetics, quiche, cutting</p>                                                                                                                | <p>Food:</p> <p>As part of their WW2 topic, they will understand rationing and apply this in making Bubble and Squeak. The children will learn how to chop and boil vegetables.</p> <p><u>1)WALT: Explain and plan a Bubble and Squeak recipe</u></p> <p><u>2)WALT: Cook Bubble and Squeak</u></p> <p><u>3)WALT: Evaluate Bubble and Squeak</u></p> <p>Key Vocab: boil, rationing, coding blocks, prototype</p> | <p>Children are taught how to use a bamboo matt to roll the sushi.</p> <p><u>1)WALT: Plan a sushi menu</u></p> <p><u>2)WALT: Cook sushi</u></p> <p><u>3)WALT: Evaluate a sushi menu</u></p> <p>Key Vocab: pneumatic, syringe, sushi matt, seaweed,</p>                                                                                                                                                                                                                                  |
| 6 | <p><b>Frozen in Time</b></p> <p><u>LEGO: Carnival games</u></p> <p>1)WALT: Understand how to computer program, monitor and control products (Mini mini-golf)</p> <p>2)WALT: Understand how to computer program, monitor and control products (Bowling fun)</p> <p>3)WALT: Understand how to computer program, monitor and control products (High stick hockey)</p> | <p><b>Walk Like an Egyptian</b></p> <p><u>LEGO: Quirky Problems</u></p> <p>1)WALT: Understand how to computer program, monitor and control products (Good morning machine)</p> <p>2)WALT: Understand how to computer program, monitor and control products (Big little helper)</p> <p>3)WALT: Understand how to computer program, monitor and control products (high tech playground)</p>                       | <p><b>Blood, Bones and Body Bits</b></p> <p>CAMS Mechanisms</p> <p>Children to understand that a cam changes one movement type to another. They will design and make their own cam mechanism.</p> <p><u>1)WALT: Understand and make a CAMS prototype</u></p> <p><u>2)WALT: Plan a cross section drawing</u></p> <p><u>3)WALT: Make the CAMS box</u></p> <p><u>4)WALT: Assemble the CAMS</u></p> <p><u>5)WALT: Assemble the CAMS</u></p> <p><u>6)WALT: Evaluate the CAMS product</u></p> |

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| <p>4)WALT: Understand how to computer program, monitor and control products (A Maze-Ing)</p> <p>5)WALT: Understand how to computer program, monitor and control products (Avoid the edge)</p> <p>6)WALT: Understand how to computer program, monitor and control products (Junior pinball)</p> | <p>4)WALT: Understand how to computer program, monitor and control products (Trash monster machine)</p> <p>5)WALT: Understand how to computer program, monitor and control products (winning goal)</p> <p>6)WALT: Understand how to computer program, monitor and control products (Literary randomizer)</p>                                                                                                                                                                                             | <p>Key Vocab: rotary, cam, cross-section drawing, follower, automaton</p> |
| <p>Food:<br/>Soup</p> <p>As part of their adventure day, children to make a healthy soup, using skills of cutting and boiling.</p>                                                                                                                                                             | <p>Food:<br/>Sauteed chicken and salad</p> <p>Children to understand what a salad contains and test trial a range of ingredients. Afterwards, make and evalute their own salad and sauteed chicken.</p> <p>They will understand how to safely cook chicken.</p> <p><u>1)WALT: Understand and explain why salad can make up part of a healthy diet</u></p> <p><u>2)WALT: Make informed choices about our diet</u></p> <p><u>3)WALT: Make a healthy salad</u></p> <p><u>4) WALT: Evaluate my salad</u></p> |                                                                           |
| <p>Key Vocab: electrical system, coding,</p>                                                                                                                                                                                                                                                   | <p>Key Vocab: processed, sauteed, food group, coding</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                           |