



# St Thomas of Canterbury Curriculum Inclusion Strategies



## Design and Technology

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

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> <li>- All adults are aware of each individual child’s barriers to learning, so they can best meet their needs.</li> <li>- Deploy all adults strategically, to achieve best pupil outcomes.</li> <li>- Adults model appropriate D&amp;T language.</li> <li>- Adaptive and responsive teaching e.g. knowing how much support to offer, provide brain break opportunities for pupils.</li> <li>- Mixed ability groups work together to support and challenge each other.</li> <li>- Plenty of speaking and listening opportunities for pupils to articulate their knowledge and understanding of how to design and make functional products.</li> <li>- Provide extra time to allow pupils to process questions think about their answers and respond.</li> <li>- Opportunities to practise skills and techniques needed to create the final product.</li> <li>- Outcomes differentiated to support different children.</li> </ul>
Early Years Foundation Stage is linked to Expressive Art & Design Development Matters area of learning.	<p>Within EYFS;</p> <ul style="list-style-type: none"> <li>- Offer opportunities to design a product before making. <i>In Reception at STOC, children will use different design templates, to sketch and label their designs and plan what materials and tools they will need before making their product.</i></li> <li>- <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></li> <li>- Adults offer open-ended opportunities to pupils to support or challenge children with their next steps.</li> <li>- Blank level questioning used, which will support children appropriate to their level of communication and language.</li> <li>- Planned opportunities for different construction materials in the provision such as wooden bricks, Lego, Playdough, art straws etc.</li> <li>- Provide opportunities to pupils linked to texts. <i>In Nursery at STOC, children are offered the opportunity to build model houses for the 3 Little Pigs or build a tower for Rapunzel.</i></li> <li>- 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></li> <li>- 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, St Patricks Day and Cultural Day.</i></li> </ul>
Key Stage 1 & 2	<p>Within KS1 &amp; KS2;</p> <ul style="list-style-type: none"> <li>- Each unit of work in broken down into 4 stages (investigate, design, make &amp; evaluate)</li> <li>- Scaffolding learning to support pupils to become more independent e.g. display instructions, modelling step by step for each area of the unit</li> <li>- Sharing working models of a product with pupils relevant to that unit. <i>In Year 5, during their food unit, pupils sample different pittas &amp; dips, and evaluate these products before designing their own.</i></li> </ul>

- Use of visuals to ensure that children understand the use of the product. *In Year 2's mechanisms unit, pupils design and make a Great Fire of London cart, to explain to Year 1 children the purpose of them. Before designing the product, pupils will study secondary sources depicting the carts. They then use this information to help them to consider how best to design and make their own model.*
- 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. *In Year 2's textiles unit, the pupils practise stitching two pieces of material together before they create their final product.*
- Adults regularly questioning 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 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.
- 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. Over time, this evaluation become for descriptive.*
- Pupils work in mixed ability groups for each unit. Children can support their peers and display their own individual skills in terms or the different stages of a unit.
- Working in small groups allows the assignment of different roles for pupils during the course of a unit, ensuring that all children can contribute to the unit.
- 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'.*
- When introducing new vocabulary relevant to the unit, images are used to support pupils understand. Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correct in context.