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| **How are our curriculum drivers embedded in all subjects?**  Subject: Design and Technology | | | | |
| Reading | Vocabulary | Community | Aspiration | Inclusion |
| * Children will read instructions/recipes etc through their units of work. | * MTP’s linked to KAPOW units of work introduce appropriate subject specific vocabulary during each unit. | * Homework set out during the Autumn term now allows all children across the school to use Hull Fair to Design and Make models. Homework is set in phases and shows clear differentiation of expectation. * History homework (KS1) children designed and made a castle. | * The children are given opportunities to learn about health and what supports this. For example in UKS2 the children will look at the nutritional content of different pre made food goods and try and improve the recipe. | * Every child has the opportunity to participate in activities as careful differentiation is considered. |
| * Children will use a variety of methods to research products, reading about available products/structures. | * The children are given time to use subject specific vocabulary during feedback to peers/teacher. | * The parents are invited in to the school during the year, where appropriate, to support the children in their D&T work. KS1-Ferris Wheels/puppets | * Marking allows the children to respond to and improve their work. | * At Paisley we ensure that appropriate steps are taken to ensure that they can join in food based activities. For example, gluten and lactose free products used. |
| * Children will read labels, as appropriate for tools and equipment. | * Technical vocabulary is shared with the children and time given to discuss/explore and explain meaning. | * During the House Teams afternoon, the children worked with their peers from their house team to design and make a new bridge for the Humber. | * Children are encouraged to solve practical problems, building on and using skills already taught in other subject areas. For example, measuring and angles in maths. | * Children are given opportunities to work in mixed ability groups to share and discuss ideas. |
| * Children are given opportunities to read subject specific texts, linked to the unit e.g. George Ferris and his invention. |  | * Where possible links are made to the local area. UKS2-Bridges, KS1-Hull Fair |  | * Where appropriate, children with English as an additional language or SEND are pre loaded with subject specific vocabulary. |
| * Children will be given opportunities to read packaging etc when completing food and nutrition units of work |  | * Links with local businesses to allow enrichment activities. KS1 had cook stars in to make pizzas. |  |  |