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**F&G Primary SCITT TRAINING PLAN 2019-20**

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| DATE; 04/06/20 | VENUE; SCITT online training | | | | | STAFF; Lucy Crooks | |
| SESSION FOCUS:   * To understand the requirements for the design & technology curriculum. * To have practical ideas for integrating design & technology in the curriculum. * To develop understanding of the process of design, make, evaluate. * To develop understanding of the principles of nutrition, and how cooking is a life skill. * To have a clear understanding of health & safety requirements relating to Design & Technology. * To increase awareness of planning for progression through subject knowledge and skills. * To increase knowledge of developing conceptual understanding and the sequencing and progression of concepts. * To develop understanding of how to assess in design & technology. | | | | | | | |
| TEACHING STANDARDS:   * TS5a- To know when and how to differentiate appropriately, using approaches which enable pupil’s to be taught effectively in design and technology. * TS5b- To have a secure understanding of how a range of factors can inhibit pupils’ ability to learn in design and technology and how best to overcome these. | | | | | | | |
| SESSION OUTLINE:   1. Begin with session outcomes. 2. Explore Douglas Newton book about what DT is. 3. Explore what the National Curriculum for DT states. 4. Explore assessment within DT. Within this there is a practical activity for SCITT students to assess three textile pieces for which are WTS, ARE and GD using the guidelines. 5. Look at progression document and explore how DT should progress across KS1 and KS2. 6. In depth look at HIAS document for how designing, making and evaluating should progress across particular year groups. 7. Unpicking what could inhibit a pupil from being able to access the design and technology curriculum. Practical task for SCITT students to identify a pupil with SEND that they have taught and what barriers this pupil has towards their learning. Once these barriers have been identified, SCITT students to list what adaptations they would make to ensure these pupils can access the design and technology curriculum. Further adaptation ideas are then shared in the next slide. 8. Risk assessment focus. Look at existing risk assessment for wood work. Practical activity for SCITT students to look at food hygiene risk assessment and edit for particular needs of their class particularly SEND pupils. 9. Practical ideas for how to integrate DT into the curriculum. Long-term plans will be shared as well as images of outcomes from variety of units. | | | | | | | |
| PRE SESSION TASKS:  To have read the DT National Curriculum document for KS1 and KS2. | | | | | | | |
| TEACHING & LEARNING STRATEGIES:   * Independent tasks to apply new knowledge. * Reflection on Risk Assessment. | | | KEY QUESTIONS:   * Why is DT important? * How can we keep children safe when taking part in DT? * What do we need to deliver DT safely? * What does progression look like through KS1 and KS2? * How is DT assessed? * What are the key requirements from the DT curriculum? * What are the five key areas for DT? * How can we adapt our lessons to ensure all pupils can access the design and technology curriculum? | | | | |
| BIBLIOGRAPHY (sources from session content):   * Design and Technology 3-11 - Newton 2005. * Department for Education. Design Technology programmes of study: Key stages 1 and 2. | | | | |
| RESOURCES TO BE PROVIDED:   * Assessment criteria document. * DT National Curriculum document. * Progression framework document. * Risk assessment for woodwork document. * Risk assessment for food hygiene document. * PowerPoint presentation. | | | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:   * Design and Technology 3-11 - Newton 2005. * Department for Education. Design Technology programmes of study: Key stages 1 and 2. * Progression framework KS1 and KS2 – will provide. * Assessment criteria document- will provide. | | | | |
| RECOMMENDED WEBSITE LINKS FOR TRAINEES:   * <https://www.data.org.uk/> * <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study> * <https://www.bbc.co.uk/bitesize/topics/z3crd2p> * <https://www.nutrition.org.uk/> | | | | |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?  (PLEASE INDICATE BELOW) | | | | | | | |
| PLANNING including how to address possible pupil misconceptions  Through building – children to self-assess constantly throughout task. | | BEHAVIOUR MANAGEMENT  1:1 supervision for some children is needed.  Reinforcement of expectations when using DT equipment. Include them on the risk assessment. | | ASSESSMENT  Questioning.  Outcome / product created.  Providing documents from HIAS and the Design and Technology Association website. | | | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM)  Explicit modelling.  1:1 for support.  Different resources to support SEN children. |
| LEARNING OUTCOMES;  *As a result of this session you will*:  • Understand the requirements for the Design & Technology curriculum.  • Have practical ideas for integrating Design & Technology in the curriculum.  • Have developed your understanding of the process of design, make, evaluate.  • Have developed understanding of the principles of nutrition, and how cooking is a life skill.  • Have a clear understanding of health & safety requirements relating to Design & Technology.  • Be able to create a risk assessment for DT.  • Have increased awareness of planning for progression through subject knowledge and skills.  • Have increased knowledge of developing conceptual understanding and the sequencing and progression of concepts.  • Have a developed understanding of how to assess in Design & Technology.  • Know when and how to differentiate appropriately, using approaches which enable pupil’s to be taught effectively in D&T.  • Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn in D&T and how best to overcome these. | | | | | POST SESSION TASK:  N/A | | |