

The Grange Primary School



DT and Cooking 2019

Subject team:

Riykena Gathercole (Lead), Amina
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Aims and Objectives

The aim of Design and Technology (DT) at The Grange Primary School is for children to use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs. We aim to prepare pupils to participate in tomorrow's rapidly changing technologies.

The aims of DT and Cooking in our school are:

1. To provide opportunities for all the children to design and make quality products.
2. To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.
3. To become creative problem solvers as individuals and members of a team.
4. To be able to use computing in conjunction with the Designing and Making process.
5. To develop an ability to provide constructive feedback and evaluate their own products and those of others y reflecting on techniques, uses and effects.
6. To provide children with the opportunity to explore food and cooking techniques along with healthy eating.
7. To understand and apply the principles of nutrition and learn how to cook.
8. To foster enjoyment, satisfaction and purpose in designing and making things.

Intent and Implementation of DT

We plan our DT and Cooking curriculum in accordance with the National Curriculum guidance and objectives for Key Stages 1 and 2. The Grange Primary School's Foundation Curriculum document has been developed to map out the progression and learning for each foundation subject. Teachers use our foundation curriculum document to plan their DT. Planning takes form in three phases long term, medium term and short term.

- The long term plan outlines the DT units covered in each year group and ensure an appropriate balance and distribution of work across each term.

- Our medium-term plans give details of each unit of work for each term and identifies sequence of teaching for each unit.
- Short term plans identify learning objectives and outcomes for each unit. We plan activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into knowledge and skills acquired by children, so that children are increasingly challenged as they move through the school.

Differentiation and Access

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. DT is planned to take account of the needs and abilities of all pupils. Careful differentiation will take place to ensure that all pupils, including children with SEND, can contribute to, and benefit from, the DT provision in school. It is the responsibility of the class teacher to provide a curriculum that is inclusive.

Impact of DT (Assessing and Monitoring)

The medium term planning includes the objectives and assessment criteria for each lesson which is shared with the pupils through the use of rubrics. Teachers assess pupils against the assessment rubrics to inform them of pupil progress. Pupils assess their own work against the rubrics to inform themselves of their progress. Monitoring of the standards of children's work and the quality of teaching in DT is the responsibility of the subject team. The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of design and technology subject leaders and the Headteacher. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations and scrutiny of children's work form part of the review process. This is done by:

- Planning scrutiny
- Assessing children's work
- Pupil interviews
- Lesson observations
- Learning walks

- Resource audits

The work of the DT subject team also involves supporting colleagues in the teaching of DT, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The team evaluates the strengths and weaknesses in the subjects and indicates areas for further improvement. The DT subject team has specially allocated time (when needed) to fulfil this role.

Communication

Effective communication is the key that helps us to deepen our connections to others and improve team work, decision making and problem solving. Speaking and listening is promoted in DT lessons: to discuss own experience; explore and compare different viewpoints and asking and answering questions. At The Grange Primary School, we have adopted KAGAN structures which promote talk and thinking. Children are provided with extensive opportunities to talk and share their ideas.

Signed:

Date: Sept 2019

Next Review: September 2022 (earlier if there are any updates)

The Grange Primary School



Enterprise Policy 2019

Subject team:

Riykena Gathercole (Lead), Amina
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Aims and Objectives

Through enterprise education we aim to:

- Develop the core skills of communication, numeracy, literacy, problem-solving, using ICT and working with others.
- Develop enterprising attitudes and skills through teaching and learning.
- Develop a knowledge and understanding of the world of work.
- Enhance personal and social development.
- Form links with the wider community.
- Foster and develop skills in citizenship.
- Participate fully in enterprise activities.
- Make personal contributions and work as part of a team thus improving self-confidence and self-esteem.
- Make informed choices and decisions and be able to take action, individually and as part of a team.

Intent and Implementation of Enterprise

We approach the teaching of enterprise through topics within each year group, to further engage children's interests in enterprise. The Grange Primary School's Foundation Curriculum document has been developed to map out the progression and learning for each foundation subject. Teachers use our foundation curriculum document to plan their DT. We carry out curriculum planning in three phrases: Long-term, medium term and short term planning.

- The long term plan outlines the Enterprise units covered in each year group and ensure an appropriate balance and distribution of work across each year group.
- Our medium-term plans give details of each unit of work for each term and identifies sequence of teaching for each unit.
- Short term plans identify learning objectives and outcomes for each unit. We plan activities in enterprise so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into knowledge and skills acquired by children, so that children are increasingly challenged as they move through the school.

Differentiation and Access

All children are offered a curriculum appropriate to their abilities which builds upon prior knowledge. It is up to the teacher to differentiate the activities and provide extension work or added support so that all children may enjoy the learning process and achieve well.

Impact of DT (Assessing and Monitoring)

The medium term planning includes the objectives and assessment criteria for each lesson which is shared with the pupils through the use of rubrics. Teachers assess pupils against the assessment rubrics to inform them of pupil progress. Pupils assess their own work against the rubrics to inform themselves of their progress. Monitoring of the standards of children's work and the quality of teaching in enterprise is the responsibility of the subject team. The monitoring of the standards of children's work and of the quality of teaching in enterprise is the responsibility of the enterprise subject leaders and the Headteacher. The work of the subject leader also involves supporting colleagues in the teaching of enterprise, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Scrutiny of children's work form part of the review process.

This is done by:

- Planning scrutiny
- Assessing children's work
- Pupil interviews

Communication

Enterprise education lends itself directly to core communication skills. One of the 6 enterprise skills is 'communication.' We promote the use of effective communication through modelling and providing opportunities for children to participate in a lot of structured 'talk.'

Pupils are encouraged to use effective communication to persuade local businesses and the school office for a loan to set up a business. In order to do this, pupils must have a business plan and also an outline of costs involved and to write a piece of persuasive writing to encourage perspective partners to engage with them.

Some year groups participate in an event of selling as part of their enterprising project. Effective communication is essential to ensure that there is a market for the items they will sell.

British Values

At The Grange Primary, one of the core curriculum drivers is on the promotion of British Values. Through enterprise education, pupils are able to work with others and respect and value people with different faiths and opinions. The emphasis on enterprise and working with others, directly contributes to the appreciation of others perspective. The curriculum is designed to ensure students are taught the values and reasons behind laws, such as, fair trading.

Appendix 1

Enterprise coverage

Enterprise skills need to be introduced from Year 1. By Year 4, children should know all eight enterprise skills which should then be further embedded in Years 5 and 6. As part of the skill 'problem solving', children should be given the opportunity to manage money.

Teamwork	Year 1	Y1-3 to work on class projects.
Communication		
Determination	Year 2	
Risk		
Leadership	Year 3	
Creativity		
Decision making	Year 4	Y4-6 to work on group projects around a theme.
Problem solving		

Year 1

- Define enterprise skills
- S&L activity to present examples of the enterprise skills in the real world e.g. sorting pictures into communication/teamwork etc.
- Self-assess against the enterprise skills on the TGPS wheel before and after the project.
- Business ideas generation as a class

Year 2- Same as above and extras below:

- Understand money: Teachers to provide images/concrete objects with price tags- pupils to discuss how much the items would cost etc. (Look at presenting a quantity using different coins and notes)
- Decide on a selling price as a class discussing profit.
- Complete market research and create tally charts and simple graphs
- Answer questions on the data collected.
- Money and profit: discuss and celebrate the profit made.

Year 3-Same as above and extras below:

- Drawing bar charts
- Create posters to advertise the product

Year 4-Same as above and extras below:

- Problem solving involving money
- Name the entrepreneur and why they are successful (Mike Zuckerberg, JK Rowling and Alan Sugar)
- Business ideas generation

Year 5-Same as above and extras below:

- Dragon's den
- Name the entrepreneur and why they are successful (Jeff Bezos, Karren Brady, Victoria Beckham and Bill Gates)
- Business plan
- Evaluation of enterprise project

Year 6- Same as above and extras below:

- Name the entrepreneur and why they are successful (Sergey Brin, Deborah Meadon, Levi Roots and Oprah Winfrey)

Enterprise and Maths links (underlined objectives are pre-requisites)

Year 1

Measures

15. Recognise and know the value of different denominations of coins and notes.

Year 2

Measures

19. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.

20. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Statistics

29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

30. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.

Year 3

Measures

21. Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

29. Interpret and present data using bar charts, pictograms and tables.

30. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Year 4

Measures

21. Estimate, compare and calculate different measures, including money in pounds and pence.

Statistics

29. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

30. **Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**

Year 5

Statistics

29. Solve comparison, sum and difference problems using information presented in a line graph.

30. **Complete, read and interpret information in tables, including timetables.**

Year 6

Statistics

29. **Interpret** and construct **pie charts and line graphs and use these to solve problems.**

30. **Calculate and interpret the mean as an average.**