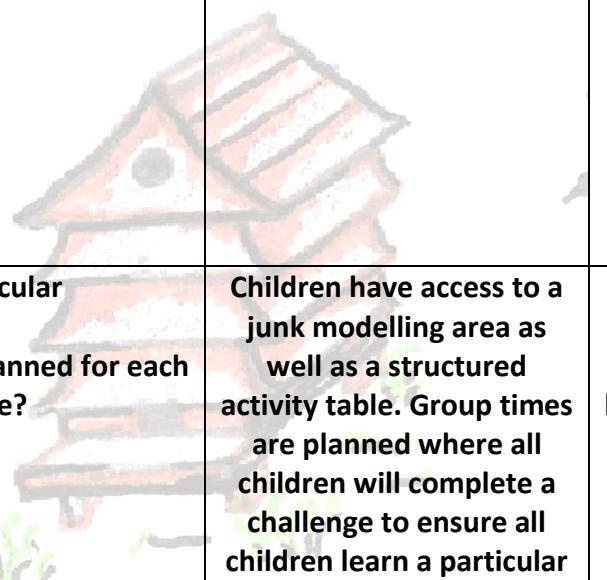


Bilton Grange Provision Map

Subject: D&T

	EYFS	Year 1/2	Year 3/4	Year 5/6
Planning- What does planning look like in each key stage?	Planning is linked to each topic or theme and often relates to a book theme. Weekly provision planning. Structured group times are also planned each term.	Two-year rolling cycle. One teacher takes responsibility for medium term plans which includes lesson breakdowns. Resources are created at the same time. Planning is linked to each topic across a whole term.	Two-year rolling cycle. One teacher takes responsibility for medium term plans which leads into the weekly plans. Lessons are planned in a block, one block each term.	Two-year rolling cycle. One teacher takes responsibility for medium term plans which leads into the weekly plans. Lessons are planned in a block, one block each term.
Teaching- What does a typical lesson and block look like?	Planning is based on exploration and skills, using a range of media.	Planning is based around the structure of designing, making and evaluating.	Planning is based around the structure of designing, making and evaluating. Blocked unit of work each term.	Planning is based around the structure of designing, making and evaluating. Blocked unit of work each term.
Assessment- How are children assessed (formatively/summatively) in each key stage?	Children are assessed each term and data is recorded on scholar pack.	Children are assessed each term and data is recorded on scholar pack at the end of the academic year. 2, 6, 12 recalls, this data is recorded.	Children are assessed each term and data is recorded on scholar pack at the end of the academic year. 2, 6, 12 recalls	Children are assessed each term and data is recorded on scholar pack at the end of the academic year. 2, 6, 12 recalls

<p>Cross-Curricular</p> <p>What links are made between subjects?</p> 	<p>Planning is strongly linked to literacy and the book focus which changes every two weeks.</p>	<p>Planning is linked to the theme for each term.</p> <p>Science, art and design</p>	<p>Planning relates to the theme for each term and links closely to science (properties of materials/investigative and evaluative approach/mechanical and electrical components); computing (programming, monitoring and controlling of products); and art (designing aesthetic products, collaging ideas, sketching and drawing diagrams)</p>	<p>Planning relates to the theme for each term and links closely to: science (properties of materials/investigative and evaluative approach/mechanical and electrical components); computing (programming, monitoring and controlling of products); and art (designing aesthetic products, collaging ideas, sketching and drawing diagrams)</p>
<p>Extra-Curricular</p> <p>What provision is planned for each key stage?</p> 	<p>Children have access to a junk modelling area as well as a structured activity table. Group times are planned where all children will complete a challenge to ensure all children learn a particular skill/gain knowledge.</p>	<p>Each termly homework challenge will have at least one challenge that builds on skills/knowledge acquired through DT curriculum.</p>	<p>Computing Club that builds on design and programming elements of the DT curriculum.</p> <p>Each termly homework challenge will have at least one challenge that builds on skills/knowledge acquired through DT curriculum.</p>	<p>Arts club after school.</p> <p>Computing Club that builds on design and programming elements of the DT curriculum.</p> <p>Each termly homework challenge will have at least one challenge that builds on skills/knowledge acquired through DT curriculum.</p>
<p>Experiences (Trips/Visitors)</p> <p>What trips/visitors are planned for each key stage?</p>	<p>A yearly visit to Harlow Carr involves the children collecting natural resources and using them to make fairy houses and</p>	<p>Use local area visits to inspire the production of products.</p> <p>Visits to supermarket to</p>	<p>In Year 4, during outdoor education school trip, a number of tasks have elements of DT in them (den building, making</p>	<p>Regular trips to museums often involving discussions and/or work around the design, production and evaluation of</p>

	sculptures.	buy products for food tech lessons.	their own food)	exhibitions/installations/sculptures. Other school trips often inspire the production of pupils' own creations back in school (e.g. Anderson shelters / allotments after Eden Camp)
				In Year 6, during outdoor education school trip, a number of tasks have elements of DT in them (den design/building/evaluation; tower challenge etc.)

