

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 |

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| <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.)

