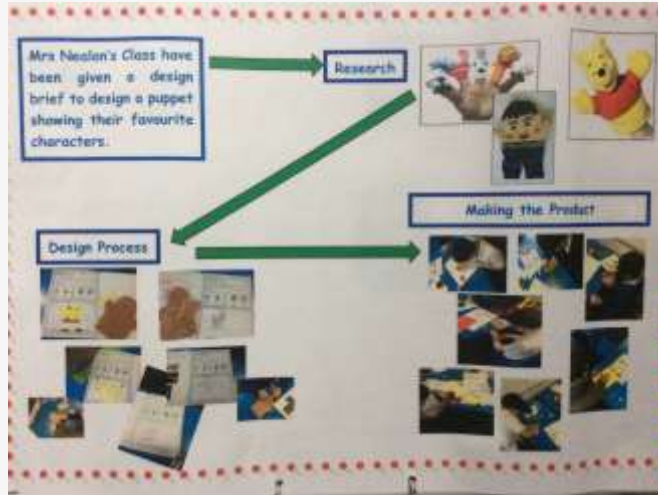


DT



Class Bonsall/Hanigan DT- COOKING (Pancakes/Jam)

Problem...
There was no pancakes or jam in the shops for our Friday afternoon treat. We will have to make it ourselves.

Design...
We spoke about how our pancakes are going to look. We came up with the topping jam. Then we drew out what we wanted our pancakes to look like e.g what shape.

Research...
We looked at different types of pancakes and ingredients on how to make them.

Process and final product...
We weighed out the ingredients and had a go at mixing them together and cooking/flipping the pancakes.

Problem...
How can we create a product that supports children at school college?

Research...

Plan...

Make...

Evaluate...



Class Lamb Autumn 2022

PROBLEM...
We are having a Christmas party and we need to make a special gift for our classmate.

DESIGN...
We looked at different types of gifts and what we like about them. We used design to look at different gift options to decide what we would like to make.

Our favourite gift is...

Our design brief is...

Our plan is...

Our process was...

Our final product is...

EVALUATE...
We are happy with our gift. It is nice and useful and we like the design. We will use it for our Christmas party.

Our DT Problem...
The problem is...

Our Design Brief...
We need to make a product that looks like...

Our Plan...
We have decided to make...

Our Process...
We have made...

Our Final Product...
We have made...

Our Evaluation...
We are happy with our product. It is nice and useful and we like the design.

Believe • Belong • Become

Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

The intent of DT at Longford Park School is to provide students with a solid foundation in creative problem solving, practical skills and an understanding of how products are designd, made and used.

The curriculum aims to promote creativity, develop practical skills, build knowledge, problem solve, safety awareness, inclusivity and a growth mindset.

By implementing these aims students are equipped with valuable skills, knowledge and a appreciation for design and innovation, preparing them for a rapidly evolving world



Implementation

At Longford Park School classes are encouraged to use creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. This is through the learning of;

- *Designing*
- *Making*
- *Evaluating*
- *Use of technical knowledge*

All classes in school display their work on the termly DT display evidencing the process of product design.



Long Term Plan

	Autumn	Spring	Summer
Y1 & Y2	Cooking	Bird Feeders	LED Characters
Y3 & Y4	Puppets	Cooking	Food Packaging
Y5 & Y6	Cooking	Mosaics	Wire Game

Click here to view our long term plan for this academic year



Impact

At Longford Park school essential to assess the effectiveness of the curriculum and identify areas of improvement.

We use;

- *Portfolio Assessment*
- *Self and peer assessment*
- *Pupil voice*
- *Innovative outcomes*

By using a combination of these methods Longford Park School can gain a comprehensive understanding of the impact of the DT objectives. Students are encouraged to make informed decisions.

Regular collection of data to provide insights into the children's learning journey ensuring effectiveness and engagement.



Cultural Capital

Incorporating a culture capital into the DT curriculum at Longford Park School enriches the learning experience and helps students develop a broader understanding of how Design Technology is influenced by culture.

To ensure that students develop the knowledge, experiences and cultural awareness that accumulate over time can provide a significant impact on their personal lives.

At Longford Park we can integrate a culture capital by ensuring our curriculum has;

- *Diverse Design examples*
- *Cultural ethical considerations*
- *Global design trends*
- *Cultural exhibitions*
- *Diversity celebrations*

By integrating culture capital into DT school can help students develop a deeper understanding of the world around them, foster respect and prepare to thrive in a increasingly culturally diverse society.



Use of Technology

Computers and iPads are used to enhance the learning experience and prepare students for a tech driven world. At Longford Park School technology is used by;

- *Researching online resources*
- *Use of interactive videos*
- *Portfolio creation*
- *Coding and Programming*

Creating a well rounded DT curriculum by balancing hands on learning with technology enhanced experiences.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take the views and opinions of others into account when deciding upon collaborative projects or outcomes.</p> <p>Take turns and be able to work to instructions from others .</p>	<p>Understand rules relating to sensible use of equipment.</p>	<p>Understand rules relating to sensible use of equipment.</p> <p>Opportunities to express pupils' own individuality, views and ideas.</p>	<p>Work as a team.</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Offer support and advice to others .</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p>



Pupil Voice

I like finding out how things work.

I want to make things.

I like to design things and use colours.

I like to learn about inventions.

I want to know about inventors.

If I made pizzas again I would make the dough myself.

