

# ...in five minutes.

<p>In <b>CUSP Primary Design and Technology</b>, careful thought has been given to how <b>content</b> has been <b>sequenced</b> to ensure that pupils are equipped to successfully think, work and communicate like an artist.</p> <p><b>Organised into blocks</b> with each block covering a particular set of artistic disciplines, including <b>Food and Nutrition, Understanding materials, Textiles, Mechanisms, Structures and Systems</b></p> <p><b>Vertical progression</b> in each discipline has been deliberately positioned so that pupils can revisit key disciplines at increasing degrees of challenge and complexity.</p> <p><b>CUSP Big Ideas</b> are connected to help pupils better understand the world around them. For example, Environmental responsibility and climate change is a focus for Food and Nutrition, reducing carbon, recycling.</p>	<p>The Programme of Study outlines the <b>totality of knowledge</b> and skills that will be taught across Key Stage 1 and 2.</p> <p><b>Substantive knowledge</b> (Core Knowledge) is mapped within each discipline. The curriculum outlines key aspects of design development in the <b>Working as a Designer</b> section.</p> <p><b>Disciplinary knowledge</b> (what pupils are <b>able to do</b>) is mapped with granular detail to identify opportunities and experiences across the long-term sequence.</p> <p>This ensures that teachers are clear about what pupils should <b>know</b> and be <b>able to do</b> at the end of each unit of study.</p>	<p><b>Vocabulary</b> has been carefully mapped to ensure that pupils acquire the language needed to make sense of these concepts and explain their understanding of core curriculum content.</p> <p><b>Oracy tasks</b> are designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.</p> <p><b>Prior learning</b> has been identified and mapped to the curriculum so that teachers can build new knowledge.</p>	<p><b>Explainer clips</b> are built into the units to directly support the development of <b>teacher subject knowledge and expertise</b>.</p> <p><b>Connections</b> to other subject areas are made to works of literature. Specific books and designers are recommended and are used as a stimulus for DT and provide examples of design techniques and styles.</p>
<p><b>CUSP 6 phases</b> are deployed in Design Technology lessons to guide teacher instruction and student participation and interaction:</p> <ul style="list-style-type: none"> <li>• Connect</li> <li>• Explain (inc. EVI)</li> <li>• Example</li> <li>• Attempt</li> <li>• Apply</li> <li>• Challenge</li> </ul> <p>Pupils use chunked and dual coded <b>Knowledge Notes</b> to help pupils navigate their learning.</p> <p>Opportunities for high-quality oracy are built throughout the sequence, as are prosodic reading strategies for fluency.</p>	<p><b>Explicit Vocabulary Instruction</b> is built into every lesson. Threshold words are taught and applied across studies.</p> <p><b>Oracy opportunities</b> are built into the six phases of a lesson. Design fluency, dialogue, discussion and rehearsal is a key element of <b>thinking hard</b>.</p> <p><b>Scaffolding toolkits</b> enable teachers to make effective scaffolds and adaptive resources and practice. These could include reducing the text load in a knowledge note, chunking resources to reduce the extraneous load and using Edtech to support with additional modelling.</p>	<p><i>Use an example of a unit that you know well to talk through. You can see:</i></p> <ul style="list-style-type: none"> <li>• <i>What students will <b>know</b> and be able to do</i> (minimum expectation of study) and <b>Knowledge Notes</b> (physical, locational cues to overcome the transience and split attention effect)</li> <li>• The <b>key vocabulary</b> that will be taught - threshold and clarification</li> <li>• <b>Oracy tasks</b> and use of hexagon pathways, adapted Freya models or strength of meaning tasks</li> <li>• Share how students are exposed to high-quality <b>language</b> of a designer.</li> </ul>	<p><i>Share an example of a students' DT Book. You can see:</i></p> <ul style="list-style-type: none"> <li>• The use of <b>double page spreads</b></li> <li>• How KOs and KNs are used</li> <li>• How scaffolding strategies are used</li> <li>• How pupils use key vocabulary in their responses</li> <li>• How <b>thinking hard routines land</b> with students and how they are <b>scaffolded</b> to support <b>SEND</b> or <b>disadvantaged</b> students</li> </ul> <p>Share a students' DT Book / English book. You can see how pupils make connections between routines and what they are learning in Art and what they are learning in Reading and Writing.</p>