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| **Teaching strategies to implement Rosenshine’s principles in Design & Technology**  |
| Daily Review Weekly Review**Half Termly Review** | Flashcards | Recap prior words and definitions on flashcards  |
| Quiz | Using knowledge organiser to devise a quiz around the vocabulary and definitions children have been exposed to – this could be built up over a project/series of lessons |
| This or that | Children to be given 2 options of tools or materials that they could use to help them create a product. Children to decide which they would use and explain why it would be the best option.  |
| Word generator | Add all taught vocabulary into a generator when it lands on a word children have to give the definition |
| Talk Partners | In pairs, give one child the vocabulary list, the other child has to give the meaning of these words. Swap over and have a go. |
| Matching Activity | Give children word sort cards – can they match the definition to the vocabulary |
| True or False | Give children a key piece of vocabulary and three definitions. Can children identify the one true definition and two false definitions (Extension – can they explain their understanding and how they knew e.g. drawing upon language choices) |
| **Project evaluation** | Child to use their project item to recall as many pieces of knowledge as possible/evaluate the work using technical vocabulary |
| **Missing information** | Withdraw some pieces of information from the knowledge organiser/display – children to fill in the blanks |
| **Providing Models** | Video of the skill being taught | Children to take note of the video – this may be paused in significant places to show the steps to success (mini goals) |
| Pictures of the process of the skill | Pictures shown of how the skill looks from start to finish of the process (A picture of the end product is not relevant – children are not to complete a replica piece of work, but to copy the skill of the work) |
| Practical demonstration of skill | Practical demonstration to children to show process of skill |
| Steps to success | Steps to success displayed in smart art on IWB for children to refer to. This can be in the form of visual instructions |
| **Scaffolding** | Information being withdrawn | At each stage of the practical process children may have some steps of the process omitted in the visual steps to success |
| Sentence openers | When evaluating work children may be provided with specific sentence starters to support them to evaluate e.g. The most difficult part of the process was… |
| Vocabulary and definitions | Children to be provided with a list of vocabulary and their definitions when evaluating work – children have to choose the appropriate ones to use (this can be lessened over time) |
| Knowledge organiser | Over a series of lessons/project information can be withdrawn from the knowledge organiser in order to develop recall of key facts and definitions |