REMOVING BARRIERS FROM THE DESIGN AND TECHNOLOGY CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Design and Technology

Potential Barrier	Adaptations to Teaching
Difficulty with retaining vocabulary	• Use visual prompts to direct children • Provide the children with real examples to explore and ensure learning is practical and hands on • Vocabulary maps - Encourage children to tick the words that they feel confident with to help target language that still needs support • Pre-teach key vocabulary, then ensure consistently used and embedded and applied Retrieval practice • Use voice recordings or photos to reinforce vocabulary
Reading instructions	• Reading with a peer who can read to them • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements
Processing questions	• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Working and long term memory	• Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice • Use of memory aids- posters, working wall, provocation areas, word banks • Adding to sketchbooks as you go to support with cognitive load • Teacher sketchbook/exemplar material used to model each element of the task Keep instructions short and use visual prompts • Now/ next/ sequencing boards to structure thinking for learning
Attention and focusing	• Create a working classroom environment that is calm and simple e.g clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Plan movement breaks and classroom jobs • Reduce the I do and more focus on the we do • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Children who struggle with fine/gross motor skills	• Use adapted tools (scissors, pencils) to support fine motor control • Children to have an A3 sketchbook to give them lots of space (if needed) • Teachers/teaching assistants to support and model joins using the 'I do, we do, you do' approach
Change and transition	• DT lessons to follow teaching sequence from Kapow/Plan Bee to keep consistency • Use visual timetables to segment DT days into manageable chunks that are achievable for the child

Additional strategies

- Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied