



Where everyone is valued and futures matter

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
Providing Models	Missing information	Withdraw some pieces of information from the knowledge organiser/display - children to fill in the blanks
	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
Scaffolding	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
	Information being withdrawn	At each stage of the practical process children may have some steps of the process omitted in the visual steps to success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