CHS South Curriculum Intent

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

CHS SOUTH Curriculum Area Framework for Learning – Years 7-9

SUBJECT	Computing,	Design and Technology	Food Preparation and Nutrition
INTENT	In Key Stage will develop their knowledge and understanding of key topics within Computing: Student will: • Develop key skills in a range of ICT software and be able to effectively create a range of documents. (Y7&8) • Be able to explain the risk associated with being online and be able to describe what steps they can take to keep themselves safe. (Y7) • Explore what a computer system is and be able to describe the different components within a computer and what they are responsible for. (Y7)	In Key Stage 3 students will develop understanding of how, and why we use materials and technologies to manufacture the products we consume in our daily lives. Sustainability will be a theme that runs through many topics in lessons. **In year 7** • Students will develop a knowledge of a range of materials and have the opportunity to work with them to produce a selection of small practical outcomes. • They will learn about specific manufacturing tools and processes	Food Preparation and Nutrition aims to support students understanding of the sources of food, nutritional valued and how to lead a healthy and balanced lifestyle. Students will be taught about key food areas and apply their knowledge through practical lessons.

- Understand how data is represented in a computer system and how logic gates represent decisions (Y7&8)
- Explore algorithms and how they are used in computing. (Y7&8)
- Develop a knowledge and understanding of a specific coding language and be able to write code to meet a specific purpose. (Y7&8)
- Be able to explain what a computer network is and describe a range of network topologies (Y8)
- Be able to effectively use spreadsheets to create financial models and analyse data (Y9 CF)

as well as developing specific technological drawing techniques.

In Year 8
- In Year 8 students will develop and continue to enhance their knowledge of technological drawing techniques.
- Introduced to the Iterative Design Process They will also complete a design and make project using and developing knowledge and manufacturing techniques acquired in Year 7. Also investigating the work of others.
- In addition, students will acquire knowledge about emerging technologies, for example CAD/CAM.
- Students will also develop knowledge and skills of electronic modelling and creating PCB's

In Year 9 C&T
- In year 9 students enhance their designing and practical skills as well as developing new skills and independence. There will be an employability and transferable skill focus and an awareness of real-world career opportunities in design and creative industries.
- Students will explore a design brief working as a "Graphic Designer". Looking at client's needs and wants, formulating a specification.

		• Students will use the iterative design process to support them in designing and creating a graphic product. • Evaluation of the graphic outcome in terms of it meeting the design specification and the client's needs. • Where possible the project could conclude with a presentation to share their work.	

Department: Computing & Technology 2021-2022

Subject: Year 7 Computing, Design and Technology, Food Preparation and Nutrition

Year Group	7				
Rationale/ Narrative	**Students in Year 7 will have one term of two hour lessons in Computing, one term of two hour lessons in Design and Technology and one term of two hour lessons in Food Preparation and Nutrition. This is undertaken as a rotation cycle throughout the academic year.** **Computing in Year 7:** Students will develop knowledge in ICT and the practical application of software, and understand how hardware in a computer functions before starting to consider computational thinking through aspects of Computer science. **Design and Technology in Year 7**: Students will develop knowledge of a range of materials and have the opportunity to work with them to produce a selection of small practical outcomes/samples. They will learn about specific manufacturing tools and processes as well as developing specific technological drawing techniques. **Food Preparation and Nutrition in Year 7:** Students will develop key life skills throughout various practical tasks, with a development in complexity as the year progresses. Students will also develop their knowledge of food hygiene and safety, key nutritional principles and food provenance.				
	Computing		**Design and Technology**		**Food Preparation and Nutrition**	
KNOWLEDGE	**ICT (Information Communication Technology)** Students will learn information around the key topics of: • Use of ICT • Software (office suite) • E-Safety, social wellbeing, Cyber bullying • Computer systems: • Memory and storage, Operating systems • Data Representation	**Computer Science** Students will learn information around the key topics of: • Algorithms • Flowcharts/Flowol • Bubble sort and Binary • Scratch (coding)	**Materials** Students will learn theoretical information around the key topics of: • Timbers • Plastics • Metals • Fabrics • Paper and board	**Designing and Manufacturing Processes** Students will learn information around the key topics of: • Drawing in isometric and presentation techniques • Select and use specialist tools, equipment, and machinery. • Timbers – joints • Manipulation of plastics • Cutting, refining, and shaping metals • Decoration and manipulation of fabrics	**Basic Food Principles** Students will learn information around the key topics of: • Hygiene and safety. • Bacterial growth and key temperatures. • How to prepare themselves and their environment for cooking. • The cooker- key features, what each area is used for, heat transfer. • Seasonality	**Healthy Eating Goals** Students will learn information around the key topics of: • The Eat Well Guide • Balanced Diets- how to adapt a dish to make it more balanced • Healthy Eating Goals – Fibre • Healthy Eating Goals – Fat • Healthy Eating Goals – Sugar

			• Manipulation of paper and board		
SKILLS	Students will: • Identify and select information, breaking down key information • Analyse (more specifically comparative analysis).	Students will: • Use evaluation skills, analysis and Metacognitive practice. • Develop practical application of software knowledge.	Students will: • In theory lessons, identify, select and break down key information. • In practical sessions, develop skills, techniques and processes in relation to drawing and the various materials. • In practical sessions, develop their ability to use specialist technical equipment. • In practical sessions, develop their understanding of health and safety and specific regulations for working with tools and equipment • Through practical sessions, independently build their confidence and resilience levels as they work with specific materials.		Students will: Theoretical skills: • identify, select and break down key information. • Evaluation skills, analyse (sensory), reflect, plan and improve. **Practical skills:** • General practical skills (weighing and measuring) • Knife skills-quesadillas, salad dish, savoury rice. • Cooking methods- all practical's • Use of equipment- all practical's • Sauce making- salad and pasta and sauce • Dough making- scones • Raising agents- scones **Other Skills students will develop are:** • Quality Control • Time Management • Teamwork • Organization • How to prepare themselves and their area for cooking. • Initiative and independence.
ASSESSMENTS	• **Classwork piece;** E-Safety and social wellbeing. • **Classwork piece**; Storage	• **Progress Tests** will be issued to students to formally assess their knowledge and understanding in this term.	• **Classwork piece:** Students will be assessed on a piece of written work on the topic of sustainability. • **Classwork piece:** Students will be assessed on a piece of written work on the topic of Textiles.	• **Progress Tests** will be issued to students to formally assess their knowledge and understanding in this term.	• **Classwork Piece:** Assessment of practical lesson and evaluation.	• **Progress Tests** will be issued to students to formally assess their knowledge and understanding in this term. • **Classwork piece:** students will write a structured of writing on seasonality.

HOME LEARNING	• **Task 1**: Microsoft Teams – Subject Quiz • **Task 2** Microsoft Teams – Subject Quiz	• **Home Study Task**: preparation for progress test, assigned through MS TEAMS **Task 1**: Research piece – Coding	• **Task 1:** Students to complete a piece of vocabulary work/spellings of tier 3 words • **Task 2:** Students to complete an online quiz testing tier 3 D&T vocabulary- Term 1	• **Home Study Task**: preparation for progress test, assigned through MS TEAMS • **Task 2:** Students to complete an online quiz testing tier 3 D&T vocabulary- Term 2	• **Task 1:** Hygiene and Safety poster • **Task 2:** •Sugar Research Task	• **Home Study Task:** Preparation for progress test, assigned through MS TEAMS • **Task 2:** completion of quiz on healthy eating
READING, WRITING, TALK	**Reading** Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly **Writing** skills will be developed in lesson and through home learning and assessment tasks. There will be focused opportunities for extended writing (typically case study examples to support examination techniques) Opportunities for **talk** and debate in every lesson using 'Talk Protocols'. SEEC used for all Tier 3 Vocab		Many of the independent tasks set in lessons will require students to access via **reading** a variety of written materials. Students will use the following reading strategies: • Breakdown information • Visualisation • Learning new vocabulary • Prediction • Infer • Form opinions **Writing** skills will be developed in lesson and through home learning and assessment tasks. There will be focused opportunities for extended writing tasks. Opportunities for **talk** and debate in every lesson using 'Talk Protocols'. In addition, there will be occasions when students will complete oral peer critiques. SEEC used for all Tier 3 Vocab		**Reading:** Strategies that students will use during the course of the rotation are as follows: • Break down information • Learn new vocabulary • Form opinions • Infer • Relate to own experience • Ask questions • Predict **Writing** skills will be developed in lesson and through home learning. There will be focused opportunity for extended writing tasks. Opportunities for **talk** and debate every lesson using 'Talk protocols'. In addition, there will be occasions for students to peer critique each other. SEEC used for Tier 3 vocab	
TIER 3 VOCAB	Tier 3 – Subject-specific vocabulary: • Software • Cyber(bullying) • Operating systems • Representation (data)	Tier 3 – Subject-specific vocabulary: • Algorithm • Flowchart • Binary	Tier 3 – subject specific vocabulary: • Isometric • Rendering • Sustainable/Sustainability • Properties • Timber • Softwood • Hardwood • Polymers • Thermoplastic/Thermoforming		Tier 3- Subject specific vocabulary: •Cross-contamination •Bacteria •Hygiene •Perishable •Seasonality •Carbon footprint	Tier 3- Subject specific vocabulary • Nutrient • Carbohydrate •Protein •Saturated •Unsaturated •Cholesterol •Fibre

			Thermosetting • Ore • Alloy • Natural • Synthetic		
PSPSMC, BRITISH VALUES	**Personal**: Job roles and skills required in varying ICT and Computer Science industries. **Social**: E-Safety and cyberbullying, the impact and consequences of this upon individuals (both the recipient and the person conducting the cyberbullying). **Physical**: physical and emotional wellbeing surrounding computers, time spent on computers and developments in technologies impact on people and society. **British Values:** Consideration for legal and social, developments in recent years surrounding laws linked to the use of ICT and the internet.		**Personal:** Students will develop their own personal confidence when working with materials and tools in a practical environment, this will build their resolve and understanding as well as aspire them to work through a range of practical tasks. **Social:** A popular news feature in recent years has been the growing concern for environmental issues surrounding the over use of plastics and disposal of plastics as well as deforestation, students will look at how society and people can have an impact on preventing future harm to natural environments and reduce the amount of waste going to landfill. **Moral:** Students will touch lightly on the principles of Fairtrade and the demand for growers and farmers to be paid proportionately for their crops and harvest.	**Personal:** Students will develop their own personal abilities and confidence when working with different equipment and ingredients in a practical environment. Job roles and skills required in varying Food and Nutrition related industries. **Social:** Students will consider the impact on the food industry on society, they will also explore food choices and impacts on food choice e.g. availability, cost etc. **Physical:** The physical effects of different foods on the body e.g. function of different nutrients and why **Moral:** Students will study seasonality and the environmental impacts of growth and transportation of food. **British Values:** Consideration other students beliefs and values, work in an environment based on mutual respect- including team work.	

Department: Computing & Technology 2021-2022

Subject: Year 8 Computing, Design and Technology, Food Preparation and Nutrition

Year Group	8				
Rationale/ Narrative	Following on from their Year 7 Curriculum, students in Year 8 will have 1 term of two hour lessons in Computing, 1 term of 2 hour lessons in Design and Technology and 1 term of 2 hour lessons in Food Preparation and Nutrition. This is done in rotation cycle throughout the academic year. **Computing in Year 8:** In Year 8 students will develop their knowledge of computational thinking and understand some of the science behind computers, software and processing, students will be able to apply think knowledge through practical exercises. **Design and Technology in Year 8:** In Year 8 students will develop and continue to enhance their knowledge of technological drawing techniques. They will also be introduced to the Iterative Design process and complete a design and make project using and developing knowledge and manufacturing techniques acquired in Year 7. Also investigating work of others. In addition, students will acquire knowledge about emerging technologies for example CAD/CAM. Students will also develop knowledge and skills of electronic modelling and creating PCB's **Food Preparation and Nutrition in Year 8:** In year 8 students enhance their practical skills as well as developing new skills and independence in students. Students will have the opportunity to explore the science behind food, food provenance and nutrients in more detail applying their knowledge to practical tasks.				
	Computing		**Design and Technology**		**Food Preparation and Nutrition**	
KNOWLEDGE	**Computing:** Students will learn information around the key topics of: • Computer modelling (mini project including some ICT software and business information) • Computer networks • Binary, logic gates, truth tables • Computational thinking and algorithms	**Computing:** Students will learn information around the key topics of: • Computer programming and coding using Microbits • Input, Output, Variables • Arithmetic and Operators • Sequence selection Students will also complete a practical application topic focusses on web design.	**Technology:** Students will learn information around the key topics of: • Drawing: Perspective • Drawing: rendering techniques • Sustainability • History of industry • Industrial Techniques and practices e.g. CAD/CAM, Scales of production	**Design and Make Process:** Students will learn information around the key topics of: • ACCESS FM Iterative Design Process • Developing design ideas through sketching and sampling/modelling • Manufacturing Plans/Manufacturing a product Basic modelling and construction of products for a specific brief.	**Food Preparation and Nutrition:** *Food Safety and Food Science* • Food Poisoning causes and prevention. • Function of ingredients. • Role of eggs in cooking. • Bread • Raising agents	**Food Preparation and Nutrition:** *Food, Nutrition and Health, Food Choices and Food Provenance.* • Macronutrients • Nutritional Labelling • Sauces • Environmental impact and sustainability- Fairtrade/carbon footprint

			• Evaluation of products and processes		
SKILLS	Students will: • Identify and select information, breaking down key information. • Analysis Practical application of knowledge will also be a developed skill this term.	Students will: • Use evaluation skills, analysis and Metacognitive practice. Practical application of knowledge will also be a developed skill this term.	**Drawing Skills:** Students will: • In theory lessons identify, select and break down key information. • Analyse design briefs and produce manufacturing specifications. • In practical sessions, develop skills, techniques and processes in relation to drawing. • In practical sessions, develop their ability to use specialist technical equipment. • Measure, mark out, cut, join, finish a variety of materials selected for inclusion in their practical product. • In practical sessions, develop their understanding of health and safety and specific regulations for working with tools and equipment • Through practical sessions, independently build their confidence and resilience levels as they work with specific materials.	Students will: **Theoretical skills:** • identify, select and break down key information. • Evaluation skills, analyse (sensory), reflect, plan and improve. **Practical skills:** • General practical skills (weighing and measuring) • Knife skills • Preparing Fruit and Vegetables • Cooking methods/Use of cooker • Use of equipment • Sauce making • Dough making • Raising agents • Setting mixture **Other Skills students will develop are:** • Quality Control • Time Management • Teamwork/Organization • How to prepare themselves and their area for cooking.	
ASSESSMENTS	• **Classwork piece:** Networks exam question response • **Classwork piece:** Logic Gates exam question response	• **Progress Tests** will be issued to students to formally assess their knowledge and understanding in this term.	• **Classwork piece:** Extended writing exercise about the topic of Fast Fashion and Fairtrade Cotton • **Classwork piece:** Extended writing exercise about the topic of emerging technologies (Automation pitch)	• **Progress Tests** will be issued to students to formally assess their knowledge and understanding in this term.	• **Classwork Piece:** Assessment of practical lesson and evaluation.	• **Progress Tests** will be issued to students to formally assess their knowledge and understanding in this term. • **Classwork piece:** Macronutrients exam question response.
HOME LEARNING	• **Task 1**: Microsoft Teams – Subject Quiz	• **Home Study Task:** preparation for progress test,	• **Task 1:** Students to complete	• **Home Study Task:** preparation for progress test,	•**Task 1:** Code of conduct	• **Home Study Task:** preparation for progress test,

	• **Task 2** Microsoft Teams – Subject Quiz	assigned through MS TEAMS • **Task 1:** Research task – Website design and uses	a tier 3 D&T vocabulary task- Term 1 • **Task 2** Microsoft Teams – Subject Quiz	assigned through MS TEAMS • **Task 2:** Students to complete an online quiz testing tier 3 D&T vocabulary- Term 2	•**Task 2:** Research Task: eggs in cooking.	assigned through MS TEAMS •**Task 1:** Watch fair trade video and answer corresponding questions.

READING, WRITING, TALK			
	Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly **Writing** will be developed in lesson through home learning and assessment tasks. There will be focused opportunities for extended writing (typically case study examples to support examination techniques). Opportunities for **talk** and debate in every lesson using 'Talk Protocols'. SEEC used for all Tier 3 Vocab	Many of the independent tasks set in lessons will require students to use the following **reading** strategies: • Breakdown information • Analysis • Learning new vocabulary • Inference • Form opinions **Writing** skills will be developed in lesson and through home learning and assessment tasks. There will be focused opportunities for extended writing tasks. There will be opportunities for **talk** and debate in every lesson using 'Talk Protocols'. In addition, there will be occasions when students will complete oral peer critiques. Students will be encouraged to freely discuss thoughts, ideas and opinions about topics throughout all lessons. This could come through teacher and student questioning for example. SEEC used for all Tier 3 Vocab	**Reading:** Strategies that students will use during the course of the rotation are as follows: • Break down information • Learn new vocabulary • Form opinions • Infer • Relate to own experience • Ask questions • Predict **Writing** skills will be developed in lesson and through home learning. There will be focused opportunity for extended writing tasks for example response to an exam question/ evaluations of practical tasks. Opportunities for **talk** and debate every lesson using 'Talk protocols'. In addition, there will be occasions for students to peer critique each other particularly during practical lessons. SEEC used for Tier 3 vocab

TIER 3 VOCAB					
	Tier 3 – Subject-specific vocabulary: • Spreadsheet • Network(s) • Binary • Variables	Tier 3 – Subject-specific vocabulary: • Sequence • Programming • Coding • Website	Tier 3 – subject specific vocabulary: • Automation • Finite and infinite • Fashion Miles • Iterative Design Process • Perspective • Rendering • Specification • Manufacturing Plan • CAD • CAM	Tier 3- Subject Specific vocabulary •Coagulation •Aeration •Caramelisation •Fermentation	Tier 3- Subject Specific vocabulary •Macronutrient •Gelatinisation •Sustainability •Deficiency

PSPSMC, BRITISH VALUES	**Personal**: The use of computer modelling in relation to industry and job sectors. **Social**: the use of the internet as a social tool used for communications and globalisation. **Moral**: networks and their moral requirements to protect and secure users (links to Wi-Fi networks) **British Values:** Coding and cybersecurity laws and relationships between the government and their duty of care.	**Social -** Students will consider the social impact of developments in industry. In addition, they will when designing consider the social impact of their choice of design and materials for their product. **Physical –** Students will need to consider their own and others personal wellbeing during the manufacturing process and the use of machinery and techniques in the technology workshop**.** **Moral -** Students will be made aware of the ethical decisions they need to make in order to fulfil the design brief and consider their impact of using specific materials on the environment. **British Values -** Students will consider some of the regulations and laws that govern the manufacture of products used by specific demographics of people, such as the work of the HSE (health and safety executive) and BSI (British Standards Institute).	**Personal:** Students will develop their own personal abilities and confidence when working with different equipment and ingredients in a practical environment. Job roles and skills required in varying Food and Nutrition related industries. **Social:** Students will consider the impact on the food industry on society, they will also explore food choices and impacts on food choice e.g. availability, cost etc. **Physical:** The physical effects of different foods on the body e.g. function of different nutrients and why **Moral:** Students will study sustainability and the environmental impacts of the food industry **British Values:** Consideration other students beliefs and values, work in an environment based on mutual respect- including team work.

Department: Computing & Technology 2021-2022

Subject: Year 9 Compulsory Foundations- Digital Technologies Computing, Design and Technology, Hospitality and Catering

Year Group	9
Rationale/ Narrative	Following on from their Year 8 Curriculum, students in Year 9 will have 1 term of two hour lessons (1 double lesson per fortnight) in Computing, Design and Technology and Food Preparation and Nutrition. This is done in rotation cycle throughout the academic year. This will roughly equate to 6-7 double lessons per subject per term. **Computing in Year 9:** In Year 9 students will explore a range of different area in Computing and Enterprise. Student will complete the iDEA bronze award to support their learning. The Inspiring Digital Enterprise Award is an international award winning programme that help students develop their digital, enterprise and employability skills for free. **Design and Technology in Year 9:** In Year 9 students will continue to develop and enhance their knowledge of working with a variety of materials including wood, metal, and plastic. However, electronics theory as well as soldering a PCB will be introduced, modelling and experimenting with electronic circuits as well as analysing existing products, work of other designers, levers, and smart materials. There will be a focus on transferable life skills, employability/careers as this is the last opportunity for some to continue their studies in D&T. In addition to the above theoretical elements students will complete a design and make project using and developing knowledge and manufacturing techniques acquired in Year 7&8. **Hospitality and Catering in Year 9:** In year 9 students enhance their practical skills as well as developing new skills and independence. There will be an employability and transferable skill focus. Students will get the opportunity to collaborate to meet the brief for the unit. Looking at costing, target audience and presentation. As well as this students will have the opportunity to continue to explore the science behind food, food provenance and nutrients applying their knowledge to tasks to prepare them for KS4.

	Computing	Design and Technology	Hospitality and catering
KNOWLEDGE	**Computing** Students will learn information around the key topics of: • Cyber Security – Malware, Social Engineering, Hacking • Computing Legislations - GDPR • Digital Careers • Artificial Intelligence – Impact/ Moral • User Experience	**Design and Make/D&T Theory:** Students will learn information around the key topics of: • Careers and industries – focusing on a range of industries and qualification routes into professions (Engineering, Architecture, Interior Design, Trade Professions). • Architect focus – Learn about the style and design of key architects from home or abroad and their impact on the profession. **Zaha Hadid** • Structures, forces and stresses.	**Afternoon tea project** Students will learn information around the key topics of: • Hygiene and safety • Developing menu ideas to meet a brief • Costing • Target audience • Quality control

	- Digital Design – Web and Graphic Design - Social Media and Money Management – Impact, responsible use - Gaming Design	- International Home Designs and Global variations to home types. - Designing: Plan drawing, Elevation Drawing and Scale Drawing techniques. - Models and Prototypes. - Use of tools and equipment - Craft Equipment to make models and prototypes. - Materials and Technologies using in construction industries. - Evaluation Techniques	- Presentation - Job opportunities and roles within the hospitality/catering industry - Developing annotation/evaluation skills
SKILLS	Students will: • Identify and select information, breaking down key information. • Analysis, Practical application of knowledge will also be a developed skill this term. • Use evaluation skills, analysis and Metacognitive practice.	Students will: **Theoretical Skills:** - Identify, select and break down key information. - Analyse design briefs and analyse work of other designers. - Research skills used to investigate work of other designers/products and company's. - Creation of a Design Specification - Evaluation skills- evaluate designs as they emerge and also against design brief/specification criteria **Practical sessions:** - In practical sessions, develop skills, techniques, and processes in relation to drawings. - In practical sessions, develop their understanding of health and safety and specific regulations for working with tools and equipment related to Paper and Boards - Through practical sessions, independently build their confidence and resilience levels as they work with specific materials. **Other Skills students will develop are:** - Quality Control - Time Management	Students will: **Theoretical skills:** - Identify, select and break down key information. - Evaluation skills, analyse (sensory), reflect, plan and improve. **Practical skills:** - General practical skills (weighing and measuring) - Knife skills - Preparing Fruit and Vegetables - Cooking methods/Use of cooker - Use of equipment - Sauce making - Dough making - Raising agents - Setting mixture **Other Skills students will develop are:** - Quality Control - Time Management - Teamwork/Organization - How to prepare themselves and their area for cooking.

		- Teamwork/Organisation - Independence and ability to solve problems as they arise - How to prepare themselves and their area for practical lessons	
ASSESSMENTS	**Classwork piece:** Completion of iDEA badges **Progress Tests** N/A (Summative progress of theory work/project will be used as a progress test)	• **Classwork piece:** Assessment of Design Specification • **Progress Tests** N/A (Summative progress of theory work/project will be used as a progress test)	**Classwork Piece:** Assessment of practical lesson and evaluation. **Progress Tests:** Assessment of final practical
HOME LEARNING	**Task 1:** Careers research task	**Task 1:** Careers research task	**Task 1:** Careers research task
READING, WRITING, TALK	**Reading** Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly **Writing** will be developed in lesson through home learning and assessment tasks. There will be focused opportunities for extended writing (typically case study examples to support examination techniques). Opportunities for **talk** and debate in every lesson using 'Talk Protocols'. SEEC used for all Tier 3 Vocab	**Reading** Many of the independent tasks set in lessons will require students to use the following **reading** strategies: - Breakdown information - Learning new vocabulary - Inference - Form opinions - Relate to own experience - Ask questions - Predict Hook and connect- Some of the hook and connects at the beginning of lessons will be reading based to further enhance reading skills and also D&T subject knowledge/careers information **Writing** skills will be developed both within lessons and in the completion of home learning tasks. Throughout their work there will be numerous opportunities for students to develop skills in **writing** in various styles ranging from note taking, research tasks, annotating designs to extended writing tasks such as evaluations.	**Reading:** Strategies that students will use during the course of the rotation are as follows: - Break down information - Learn new vocabulary - Form opinions - Infer - Relate to own experience - Ask questions - Predict **Writing** skills will be developed in lesson. Extended writing tasks for example evaluation of practical task. Opportunities for **talk** and debate every lesson using 'Talk protocols'. In addition, there will be occasions for students to peer critique each other particularly during practical lessons. SEEC used for Tier 3 vocab