

RCPS Golden Threads and Subjects
Design and Technology 2024-2025.

In our whole school curriculum, we have five ambitions for our curriculum intent and these are at the core of what we do across the school. We call these our Golden Threads. It is important that these threads are embedded in our whole school curriculum, and are also a common dominator in all that we do.



The graphic features the words "Golden Threads" in a cursive font, arched over a circular orange thread. Inside the circle is a small version of the school logo and the text "Rodbourne Cheney". A needle is shown stitching the thread.

- Love of reading and books
 - Oracy-rich opportunities
- Sound understanding of key vocabulary and language
- Confident and enthusiastic learners
- Problem solving, learning hooks and themed days

By focusing on these Golden Threads, we can ensure that the children in our school are happy, healthy and prepared for the next stage of their education or career.



A decorative orange thread swirls across the bottom right of the slide.

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School context:

Our FSM is higher than national and Swindon averages.
 Our children are from predominantly white, working-class families.

Our demographic survey shows:

42% of our children from financially stretched or low-income families.
 57% of our families live in the in the most 30% of deprived postcodes in the UK.

Our Acorn study shows that:

There is a higher proportion of single parents than the base.
 Financial profile shows more families making ends meet/ struggling than the base.
 Number 1 Dominant Acorn Group titled 'Limited Budgets'. 23% of our families fall into this category compared to 5% base.
 20% of our demographic have an income less than 20K (the lowest grade measured).

We have to ensure our children leave our school having had a high-quality, ambitious and well-planned curriculum. This means that all of our children, no matter what their starting points are, will achieve their best not only at our school, but in their future education setting, and then in working and adult life.

Whole School			Design and Technology	
	Whole School Golden Thread	Why this is important?	Golden thread in my subject	Impact of this Golden thread in my subject
1.	Love of reading and books	We know that we need to develop the children's reading, language and oracy to ensure they have the best possible outcomes. Reading and language is a crucial aspect to learning. Studies have proven that reading and language acquisition are key to all elements of learning, and later life.	Each class has access to a range of picture books where some of the stories incorporate design and technology skills. Reading a range of non-fiction books that give information about skills. Reading is embedded within each lesson when researching and evaluating projects.	Children understand that researching ideas can support the learning and development of interests and skills.

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		It is essential that we encourage children to love books, teach them to be able readers and ensure they have a good understanding of vocabulary and language.		
2.	Oracy-rich opportunities	Research shows that oracy is key to high performers. Research also shows that children, especially boys, benefit from drama and oracy opportunities to plan and gain increased understanding. It is essential that oracy opportunities are across all subjects and all phases.	Oracy is a key part learning in design and technology lessons. Each stage of the process enables children to discuss their projects with their peers and adults in the classroom. This allows the children to orally rehearse key vocabulary and gain feedback on their projects.	Oracy increases the understanding of their project through feedback about their ideas and their finished projects. It enables them to articulate the choices they make and explain their understanding through key vocabulary. Oracy increases the children's confidence.
3.	Sound understanding of key vocabulary and language	Research has proven that children from lower socio-economic backgrounds have a word gap, and also have less vocabulary than their peers. To ensure cultural capital of our children, we need to enable our children to have sound understanding of vocabulary.	Throughout the DT project, children are given opportunities to discuss the skills being taught through the modelling of key vocabulary and language use. This gives them the opportunity to rehearse their ideas using key vocabulary and design and technological language. Children are encouraged to speak in whole sentences throughout lesson to ensure the use of this language and vocabulary.	Key vocabulary and language increases the understanding of the skills that the children are learning and identify the differences and similarities between skills. It enables them to articulate the choices they make and explain their understanding through key vocabulary gaining confidence in their understanding and skills.
4.	Confident and enthusiastic learners	Being confident will help our children with their learning; not being afraid to make mistakes or to give things a go. They will be confident with their friends and this will help them achieve in their next stage of life. This links to the children having good self-esteem,	As part of developing their projects, children get the opportunity to understand that mistakes can be made and that initial ideas do not always create the best outcomes. Children are given the opportunity to explain their ideas.	Discussing and reviewing ideas enhances their ability to explain their understanding with greater confidence. Addressing misconceptions and learning from each other during discussions, creation and evaluation of projects

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		<p>which will encourage RCPS children to try new things and find their passion, which will allow them to develop a sense of identity and build confidence in facing whatever comes their way. It's important that our children are enthusiastic learners, who want to know and remember more. If our children are excited and enthused about their learning, they will be actively engaged and in turn display excellent learning behaviours which also maximises learning.</p>	<p>Partner and small group talking gives the children the opportunity to discuss their projects and enables them to vocalise ideas and gain valuable feedback before sharing with the whole class. Fun and enthusiasm is demonstrated by teachers when teaching which rubs off on the children.</p>	<p>enhances confidence about speaking to the whole class. Enthusiasm enhances the interest and keenness of the children to participate in all aspects of developing a project.</p>
5.	<p>Problem solving, learning hooks and themed days.</p>	<p>By solving problems, our children will be happy, confident and independent learners. They will be able to make sense of, and understand, the world around them. They can make connections and they can apply this to other areas of life through new experiences. Enrichment of learning is key! This gives our children cultural capital to their learning, and also means that they will enjoy their learning more. If children enjoy their learning, they will be more engaged and actively participate in lessons and experiences.</p>	<p>Hooks that relate their learning to real life projects gives the children an understanding of how their projects can relate to the real world and their future learning. The development of their own ideas challenges their abilities to solve problems and gives children the opportunity to enhance their confidence and learning. Trial and error approaches through the practical development of an idea enhances confidence and resilience to problem solving.</p>	<p>Real life examples excite the children, and they can clearly begin to develop their own project ideas. Children are more resilient when exploring problems independently.</p>

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