

**Provision Map**  
**Subject Area - DT**



Area of need	QFT	Targeted	Specialist
Cognition and Learning	<ul style="list-style-type: none"> <li>• Targeted/scaffolded questioning.</li> <li>• Provide visuals of equipment and examples</li> <li>• Explaining vocabulary – prior and new.</li> <li>• Checking prior learning before moving on to a new strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre teach vocabulary.</li> <li>• Pupil conferencing to allow for correction of misconceptions or to find error in strategies used.</li> <li>• Differentiated task appropriate to group of children focusing on previous assessment step (using LAPs document)</li> <li>• IPM</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised curriculum based on PIVATs assessments</li> </ul>
Communication and interaction	<ul style="list-style-type: none"> <li>• Partner Talk to discuss problems, questions and how do you know?</li> <li>• Teacher use of open ended questions to encourage explanation</li> <li>• Various strategies used for children to communicate knowledge (tell you partner, hands on head, what did your partner say, targeted at specific group etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks amended appropriately for groups of children to meet need (e.g. priority is the process and skill progression not the end product)</li> <li>• Ensuring appropriate seating within class for specific children as required.</li> <li>• IPM</li> </ul>	<ul style="list-style-type: none"> <li>• Follow any SALT advice for individual children e.g. hearing devices, scribing for child.</li> </ul>
Physical/Sensory	<ul style="list-style-type: none"> <li>• Consider sensory needs and provide suitable alternatives where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom seating appropriate for</li> </ul>	<ul style="list-style-type: none"> <li>• Consider individual needs when using equipment –</li> </ul>

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		<p>children to have space to work.</p> <ul style="list-style-type: none"> <li>Adapted equipment e.g. dual scissors and large punched sewing templates</li> </ul>	<p>e.g smaller resources for putting in mouths or fine motor barriers to learning.</p>
SEMH	<ul style="list-style-type: none"> <li>Partner discussion throughout lesson. Children encouraged to be good role models to each other and to be supportive to each other's learning.</li> <li>School STRIVE value of perseverance, building on small steps, learning from mistakes, things can be hard but it is ok to do hard things.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to think about placement of children</li> <li>IPM</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of DT being a trigger for specific children, ensure children are taught/adults model how to ask for or show they need help.</li> </ul>
Independence and Self Help	<ul style="list-style-type: none"> <li>Ensure visuals of strategies remain in place for children to see.</li> <li>Resources available to children so they are able to access with independence in the lesson.</li> <li>Relevant DT vocabulary/prior learning that will help with current unit displayed on working wall.</li> </ul>	<ul style="list-style-type: none"> <li>Visual 'steps' provided for strategies.</li> <li>Differentiated independent tasks building on guided learning when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Expectation of length of independent task appropriate to specific children.</li> <li>Personalised curriculum based on PIVATs assessments.</li> </ul>