

Short Term Planning

Design Technology, Year 10, Tech Award

Summary of what we are trying to achieve

<u>Lesson Number</u>	<u>Learning Objective and Outcomes</u>	<u>Lesson Activities</u>	<u>Differentiation</u>	<u>Assessment</u>	<u>Homework</u>
	<i>What are students learning, what do they need to be able to say or do</i>	<i>Ensure planning focuses on: Pre assessments, looking for proof, demystifying the destination, engaging hook, variety, pace, regular questioning and feedback</i>	<i>Community, Assistance, Task, Extension, Resources</i>	<i>What will be marked and assessed, feedback opportunities, marking and feedback method</i>	<i>Ensure all homework is set on showmyhomework Homework should consolidate, prepare or extend</i>
1. Metals and Alloys	<u>In this lesson students will learn:</u> <ul style="list-style-type: none"> • The names of different ferrous and nonferrous metals • Their properties and uses • Their pros and cons 	<u>Question on the board:</u> Students to name as many metals as they can <u>Starter task:</u> Introduce LOS and discuss question on board Key words for ferrous, nonferrous and alloy <u>Main:</u> Introduce task – research uses, pros, cons, properties of metals <u>Review/Consolidation:</u> Bird Feeder question	<u>To support students:</u> Handout Question and research prompts Metals cards <u>To stretch and challenge:</u> Justification of why a metal is chosen for a particular use	<u>Assessment in the lesson:</u> Teacher questioning and observation <u>Feedback in the lesson:</u> Verbal feedback from the teacher Self-assessment <u>Marked work:</u> Bird Feeder question	<i>Homework questions are set over the course of the Half Term</i>
2. Timbers	<u>In this lesson students will learn:</u> <ul style="list-style-type: none"> • The names of different hardwoods • Their properties and uses • Their pros and cons 	<u>Question on the board:</u> Students to name as many woods as they can <u>Starter task:</u> Introduce LOS and discuss question on board Key words for hard wood and soft wood <u>Main:</u> Introduce task – research uses, pros, cons, properties of	<u>To support students:</u> Handout Question and research prompts Timbers cards <u>To stretch and challenge:</u>	<u>Assessment in the lesson:</u> Teacher questioning and observation <u>Feedback in the lesson:</u>	<i>Homework questions are set over the course of the Half Term</i>

		<p>hard woods</p> <p><u>Review/Consolidation:</u></p> <p>Wooden table question</p>	<p>Justification of why a wood is chosen for a particular use</p>	<p>Verbal feedback from the teacher</p> <p>Self-assessment</p> <p><u>Marked work:</u></p> <p>Wooden table question</p>	
<p>3. Timbers</p>	<p><u>In this lesson students will learn:</u></p> <ul style="list-style-type: none"> • The names of different softwoods • Their properties and uses • Their pros and cons 	<p><u>Question on the board:</u></p> <p>Kitchen stool question</p> <p><u>Starter task:</u></p> <p>Introduce LOS and discuss question on board</p> <p><u>Main:</u></p> <p>Introduce task – research uses, pros, cons, properties of soft woods</p> <p><u>Review/Consolidation:</u></p> <p>Board question</p>	<p><u>To support students:</u></p> <p>Handout</p> <p>Question and research prompts</p> <p>Timbers cards</p> <p><u>To stretch and challenge:</u></p> <p>Justification of why a wood is chosen for a particular use</p>	<p><u>Assessment in the lesson:</u></p> <p>Teacher questioning and observation</p> <p><u>Feedback in the lesson:</u></p> <p>Verbal feedback from the teacher</p> <p>Self-assessment</p> <p><u>Marked work:</u></p> <p>Kitchen stool and board questions</p>	<p><i>Homework questions are set over the course of the Half Term</i></p>