


Dereham Church Infant and Nursery School- DT

	Year group: 2	Area/topic: Autumn 1
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Design</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable 	

Prior learning	Future learning
<p>Children have been introduced to the steps to take when constructing DT models and products.</p> <p>Children should be able to explain what happens in each of the stages and how each stage might look.</p>	<p>Children should begin to plan out what each stage of construction might look like.</p> <p>They will need to think about the steps of planning and what they think each stage might look like - this might be done through small sketches, notes etc.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence

<ul style="list-style-type: none"> • At this stage in their DT learning children should be able to think about what edits they should be making to their models and products throughout the construction stage. • They should be able to prethink what materials and equipment they might need to use alongside knowing where they might need to source that from. • Children should be able to explain what will happen during the stages of their construction. • Children should be able to explain the process they will take alongside what they think will happen to their product. • Children will be able to explain how their product links to the initial brief. 	<p>Children to document the process of their product making throughout the course of several weeks, this will be done through quotes, labels, sketches, photos, colour swatches, material swatches.</p>
<p>Key vocabulary</p> <ul style="list-style-type: none"> • Improve • Modify • Audience • Purpose • Weaker • Existing Product • Stronger • Constructive • Sturdy 	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<ul style="list-style-type: none"> • Children may want to start editing before they've fully started the process of construction. • Children to understand that editing does not mean starting from scratch again. 	<p>Little people big dreams Zaha Hadid</p>

<ul style="list-style-type: none"> • Children to understand that this term of editing is different from writing editing. • Children may want to stick with basic materials and should be encouraged to use other materials so they can talk about their effectiveness. 	
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Creating a product that can be used for a purpose either by themselves or for a friend/family member. 	<p>Children will be discussing consistently the process they are taking to get to the final part of construction.</p> <p>Whether this is editing, or new labels.</p> <p>All thoughts should be documented.</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Visual aids</p> <p>Modelling - through the use of visualiser or 1:1</p> <p>Simple instructions</p> <p>Use of WAGOLL</p> <p>Pre-teaching vocabulary</p> <p>Coloured paper</p>	<p>Repetition of skills</p> <p>Photo examples</p> <p>Check understanding regularly</p> <p>Artist work on the table, stuck into their books, stuck onto learning boards</p> <p>Verbal responses being scribed by adults</p> <p>Large scale if fine motor is a barrier</p>

Social, Emotional and Mental health

Allow access to a quiet area

Give them a special role to boost their self-esteem

Seat pupil with more confident friend - talking partners

Now and next board

Sand timer

Step by step guides with visuals/pictures/photos

Sensory and Physical

Chunky crayons/paintbrushes

A range of tools/scissors

Gloves for sensory issues

Explore new materials

Carpet space position

Reduce background noise

Mixing and painting with body parts