


Dereham Church Infant and Nursery School- DT

	Year group: 2	Area/topic: Autumn 2
	<p>(Objectives from NC/ELG/Development matters)</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	

Prior learning	Future learning
<p>Children have learnt simple mechanisms (such as sliders, levers, pop outs).</p> <p>Children have been guided on constructing mechanisms with some adult support.</p> <p>Children have been guided on what mechanisms to make and for what purpose.</p>	<p>Children will be given a brief project and children will need to think about and offer ideas of which mechanism might be most appropriate for the set task.</p> <p>Children to independently identify what materials and equipment they would use to create their mechanism.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> Children to identify what mechanism would be most appropriate and explain why and for what purpose. Children to combine the skills they have learnt in EYFS and Year 1 to independently join and create products. 	<p>Children to create something with a moving part to represent a mechanism.</p>
Key vocabulary	
<ul style="list-style-type: none"> Ideas 	<p>The children's mechanisms do not all need to be the</p>

<ul style="list-style-type: none"> • Inspiration • Materials • Equipment • Effective • Appropriate • Autonomy • Independence 	<p>same in the class but they must be able to explain why they have chosen that specific mechanism for the set purpose.</p>
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>Children may need some prompting at what a mechanism is as they won't have been covered since Summer 2 in Year 1.</p> <p>Children might not understand or think they can complete the task independently and draw upon their knowledge and understanding.</p>	<p>Rosie Revere Engineer</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<ul style="list-style-type: none"> • Children creating their own mechanism and then sharing with their peers or adults. 	<p>Explaining what they have created, using key and specific vocabulary from the vocabulary they are currently using and the vocabulary they have used in the past.</p> <p>Children to talk in depth about the details they have used - colour choices they have made.</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	Sensory and Physical
<p>Allow access to a quiet area</p> <p>Give them a special role to boost their self-esteem</p> <p>Seat pupil with more confident friend - talking partners</p> <p>Now and next board</p> <p>Sand timer</p> <p>Step by step guides with visuals/pictures/photos</p>	<p>Chunky crayons/paintbrushes</p> <p>A range of tools/scissors</p> <p>Gloves for sensory issues</p> <p>Explore new materials</p> <p>Carpet space position</p> <p>Reduce background noise</p> <p>Mixing and painting with body parts</p>