

Dereham Church Infant and Nursery School- DT

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

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	<p>The children's mechanisms do not all need to be the</p>
<ul style="list-style-type: none"> Ideas 	

<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

<p><i>Communication and Interaction</i></p> <p><i>Visual aids</i> <i>Modelling - through the use of visualiser or 1:1</i> <i>Simple instructions</i> <i>Use of WAGOLL</i> <i>Pre-teaching vocabulary</i> <i>Coloured paper</i></p>	<p><i>Cognition and Learning</i></p> <p><i>Repetition of skills</i> <i>Photo examples</i> <i>Check understanding regularly</i> <i>Artist work on the table, stuck into their books, stuck onto learning boards</i> <i>Verbal responses being scribed by adults</i> <i>Large scale if fine motor is a barrier</i></p>
<p><i>Social, Emotional and Mental health</i></p> <p><i>Allow access to a quiet area</i> <i>Give them a special role to boost their self-esteem</i> <i>Seat pupil with more confident friend - talking partners</i> <i>Now and next board</i> <i>Sand timer</i> <i>Step by step guides with visuals/pictures/photos</i></p>	<p><i>Sensory and Physical</i></p> <p><i>Chunky crayons/paintbrushes</i> <i>A range of tools/scissors</i> <i>Gloves for sensory issues</i> <i>Explore new materials</i> <i>Carpet space position</i> <i>Reduce background noise</i> <i>Mixing and painting with body parts</i></p>