


# Dereham Church Infant and Nursery School- DT

	Year group: Year 1	Area/topic: Mechanisms
	<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
Children have had some experience of mechanisms when creating split pin dinosaur eggs.	Children will be able to name the different types of mechanism covered within our school curriculum and think about how they might want to include them within their own products.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be able to create a puppet style mechanism that focusses on a slider mechanism. The children will be able to create something and practice the skill of doing so over a series of lessons to build the skill. Some children may want to create a picture with more than one moving part.	Children to make a moving picture scene linking to the book The Snail and the Whale [POR text]

Key vocabulary		
Mechanism Slider Left Right Moving picture Puppet/theatre Purpose Interactive		
Common misconceptions	Books linking to this area	
Children may not fully understand that the whole picture does not move and just one part. Children might not understand that we can use our moving pictures for the purpose of story telling. Children may not understand how to store and keep their sliders safe from falling when they are not in use.	The Snail and the Whale Builders and Breakers	
Memorable first hand experiences	Opportunities for communication	
Going to the beach. Looking at real life puppets and mechanism books to show children how they can be interactive.	Storytelling opportunities will arise as children complete their moving pictures. The theatre background should be use for children to adapt the original story for their own alongside recalling and retelling the original story.	

## DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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>

