



Year group: Year 1

Area/topic: Mechanisms/Food and Nutrition

(Objectives from NC/ELG/Development matters)

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### Design

- ♣ 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

### Make

- ♣ 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

### Evaluate

- ♣ explore and evaluate a range of existing products
- ♣ evaluate their ideas and products against design criteria

use the basic principles of a healthy and varied diet to prepare dishes

Prior learning	Future learning
<p>Children have had multiple experiences of creating different mechanisms</p> <p>Children have had the experience and know the steps of hygiene when creating and preparing food.</p>	<p>Children will be able to apply and use multiple mechanisms for one product when in Year 2.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will learn a new mechanism this half term and will be learning about pullys and winding mechanisms to create a working drawbridge.</p> <p>Children should think about what materials they will need to take and what order they should do things in. They might also need some adult guidance to start.</p>	<p>Children to design and make an authentic drawbridge with a mechanism.</p> <p>Children to prepare and make jam tarts for their banquet and ball.</p>
Key vocabulary	
<p>Authentic</p> <p>Realistic</p> <p>Drawbridge</p> <p>Mechanism</p> <p>Prepare</p>	

Functional Appealing	
<i>Common misconceptions</i>	<i>Books linking to this area</i>
Children might become frustrated when creating something with lots of steps. They should be taught that products are not made and work instantly they should be encouraged to keep editing and working on their product so that by the end it is functional and looks appealing.	<p>The castle the king built</p> <p>My very first castles book</p> <p>The adventures of Eggbox dragon</p>
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p>Go to Norwich Castle and look around.</p> <p>Food and cookery with Aspens creating Jam Tarts.</p>	<p>Children will be given the opportunity to bake and make food with an external provider. They will use listening skills to follow steps and instructions.</p> <p>Children will also be able to talk through the process and steps to support peers when creating their own drawbridges.</p>

DCINS Reasonable adjustments for pupils with SEND

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