


Dereham Church Infant and Nursery School- DT

	Year group: Year 2	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 been introduced to a variety of mechanisms and have applied these to differing products that they have made.	Children should confidently decide which mechanism should be used for a specific purpose.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children should recall the knowledge they have previously be taught about mechanisms and should understand that it is a moving part. Children should be able to recall how to construct and make a moving mechanism and where certain ones might be best placed within their product.	Children to create a moving picture with a variety of different mechanism, sliders, levers, pop outs etc.

Key vocabulary		
Mechanism Apply Appropriate Best placed Most effective		
Common misconceptions	Books linking to this area	
Children may not understand that they will need to give enough room for multiple mechanisms on their page. They should not cut an entire length for one mechanism if that does not leave room for another.		
Memorable first hand experiences	Opportunities for communication	
Role Playing with their moving pictures afterwards to provide entertainment for their peers and families.	Children to discuss why they have used a certain mechanism for a certain area on their moving picture. Children to story tell and role play with their moving pictures after they are finished.	

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>