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|  | <p>Year group: Year 2</p> <p>(objectives from NC/ELG/Development matters)</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>➤ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>➤ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>➤ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>➤ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>➤ explore and evaluate a range of existing products</li> <li>➤ evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>➤ build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> | <p>Area/topic: Create, Develop and Evaluate Products- Making a basket</p> |
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| Prior learning  | Future learning   |
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| <p>Children have been introduced to the steps to take when constructing DT models and products.</p> <p>Children should be able to explain what happens in each of the stages and how each stage might look.</p> | <p>Children should begin to plan out what each stage of construction might look like.</p> <p>They will need to think about the steps of planning and what they think each stage might look like - this might be done through small sketches, notes etc.</p> |

| What pupils need to know or do to be secure   |   |
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| Key knowledge and skills  | Possible evidence   |
| <ul style="list-style-type: none"> <li>➤ At this stage in their DT learning children should be able to think about what edits they should be making to their models and products throughout the construction stage.</li> <li>➤ They should be able to prethink what materials and equipment they might need to use alongside knowing where they might need to source that from.</li> <li>➤ Children should be able to explain what will happen during the stages of their construction.</li> <li>➤ Children should be able to explain the process they will take alongside what they think will happen to their product.</li> </ul> | <p>Children to document the process of their product making throughout the course of several weeks, this will be done through quotes, labels, sketches, photos, colour swatches, material swatches.</p> |

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| ➤ Children will be able to explain how their product links to the initial brief.  |   |  |
| Key vocabulary  |   |  |
| Improve, Modify, Audience, Purpose, Weaker, Existing Product, Stronger, Constructive, Sturdy  |   |  |
| Common misconceptions   | Books linking to this area  |  |
| <ul style="list-style-type: none"><li>➤ Children may want to start editing before they've fully started the process of construction.</li><li>➤ Children to understand that editing does not mean starting from scratch again.</li><li>➤ Children to understand that this term of editing is different from writing editing.</li><li>➤ Children may want to stick with basic materials and should be encouraged to use other materials so they can talk about their effectiveness.</li></ul> | Little people big dreams Zaha Hadid   |  |
| Memorable first hand experiences  | Opportunities for communication   |  |
| Creating a product that can be used for a purpose either by themselves or for a friend/family member.   | Children will be discussing consistently the process they are taking to get to the final part of construction.<br>Whether this is editing, or new labels.<br>All thoughts should be documented. |  |

# Dereham Church of England Infant and Nursery Academy

## Reasonable adjustments for pupils with SEND

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