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|  | Year group: Year 2 | Area/topic: Create, Develop and Evaluate Products- Making a basket |
| | (objectives from NC/ELG/Development matters) | |

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

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable

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

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Reasonable adjustments for pupils with SEND

| Communication and Interaction | Cognition and Learning |
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| <p>Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p> <p>Social, Emotional and Mental health</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>Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults Large scale if fine motor is a barrier</p> <p>Sensory and Physical</p> <p>Chunky pencils/crayons A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise</p> |