

	Year group: Year 1	Area/topic: Design/create/Evaluate Mechanisms- Moving Picture cards
	<p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>➤ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <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>	

Prior learning	Future learning
Children have had some experience of mechanisms when creating split pin creations in Reception	<ul style="list-style-type: none"> <li>➤ Children will be able to name the different types of mechanism covered within our school curriculum.</li> <li>➤ Children think about how they might want to include them within their own products.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>➤ Children will look at a range of preexisting products and evaluate their appeal.</li> <li>➤ Children will begin to make thoughtful designs based on a loose design criteria/brief.</li> <li>➤ Children will be able to create a mechanism that focusses on a slider.</li> <li>➤ The children will be able to create something and practice the skill of doing so over a series of lessons to build the skill.</li> <li>➤ Some children may want to create a card with more than one moving part.</li> </ul>	Children to make a moving picture card for Christmas Designs Quotes and photographs

Key vocabulary		
Mechanism, Slider, Left, Right, Moving picture, Purpose, Interactive, Consumer, product		
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 to make a card more appealing Children may not understand how to store and keep their sliders safe from falling when they are not in use.		
Memorable first hand experiences	Opportunities for communication	
Exploring existing products Looking at real life puppets and mechanism books to show children how they can be interactive.	Discussions around their experiences of Christmas cards Exploring books and stories that also use slider mechanisms to make them interactive.	

### Dereham Church of England Infant and Nursery Academy

#### Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults Large scale if fine motor is a barrier
Social, Emotional and Mental health	Sensory and Physical
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	Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise