

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

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

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

Key vocabulary	
Mechanism, Slider, Left, Right, Moving picture, Purpose, Interactive, Consumer, product	
Common misconceptions	Books linking to this area
<p>Children may not fully understand that the whole picture does not move and just one part.</p> <p>Children might not understand that we can use our moving pictures to make a card more appealing</p> <p>Children may not understand how to store and keep their sliders safe from falling when they are not in use.</p>	
Memorable first hand experiences	Opportunities for communication
<p>Exploring existing products</p> <p>Looking at real life puppets and mechanism books to show children how they can be interactive.</p>	<p>Discussions around their experiences of Christmas cards</p> <p>Exploring books and stories that also use slider mechanisms to make them interactive.</p>

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

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