

	Year group: Year 1	Area/topic: Create, Develop and Evaluate Products- Making a kite
<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>		

Prior learning	Future learning
<p>Children have been given the opportunities for exploration of materials and equipment.</p> <p>Children have been taught how to fuse objects together using sellotape and glue.</p> <p>Children have been taught what the names of different materials be.</p>	<p>Children will begin to develop creating their own ideas for a set project.</p> <p>Children will independently apply and use the skills used in the EYFS to apply to new projects so other learning and understanding can be built upon.</p>

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 be able to look at an existing product and identify things that allow that product to work or seem appealing.</li> <li>➢ Children will need to understand that a product is not made in one session.</li> <li>➢ Children to be introduced to the process and be shown how long the process may take.</li> <li>➢ Children to comment upon what they can see from the product, colour, size etc.</li> </ul>	<p>Children to have quotes stuck into their books.</p> <p>An over time page to be created to show the process of the steps to end of the project.</p>

➤ At this point in the year children will need to evaluate on a simple level, it did not work because...	
Key vocabulary	
Existing products, Design, Make, Decorate, Test, Evaluate ,	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>➤ Children might not understand that a product will not be made in one session.</li> <li>➤ Children might not understand and will need to be shown (through visualiser) what they are looking for in terms on details.</li> </ul>	Shirley Hughes- Out and about
Memorable first hand experiences	Opportunities for communication
<p>Looking at existing products.</p> <p>Making a Kite</p>	<ul style="list-style-type: none"> <li>➤ Children talking and sharing their observations and findings.</li> <li>➤ Pointing and labelling.</li> </ul>

### 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 1:1</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>