

	<p>Year group: Year 1</p> <p>(objectives from NC/ELG/Development matters)</p> <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 <p>Technical knowledge</p> <ul style="list-style-type: none"> ➤ build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Area/topic: Create, Develop and Evaluate Products- Making a kite</p>
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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"> ➤ Children will be able to look at an existing product and identify things that allow that product to work or seem appealing. ➤ Children will need to understand that a product is not made in one session. ➤ Children to be introduced to the process and be shown how long the process may take. ➤ Children to comment upon what they can see from the product, colour, size etc. 	<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>

<p>➤ At this point in the year children will need to evaluate on a simple level, it did not work because...</p>		
Key vocabulary		
Existing products, Design, Make, Decorate, Test, Evaluate ,		
Common misconceptions	Books linking to this area	
<p>➤ Children might not understand that a product will not be made in one session.</p> <p>➤ Children might not understand and will need to be shown (through visualiser) what they are looking for in terms on details.</p>	Shirley Hughes- Out and about	
Memorable first hand experiences	Opportunities for communication	
Looking at existing products. Making a Kite	<p>➤ Children talking and sharing their observations and findings.</p> <p>➤ Pointing and labelling.</p>	

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Reasonable adjustments for pupils with SEND

Communication and Interaction Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Cognition and Learning 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 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	Sensory and Physical Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise