

	Year group: Year 1	Area/topic: Mechanisms- Catapult
(objectives from NC/ELG/Development matters) ➤ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		

Prior learning	Future learning
➤ Children have had some experience of mechanisms when creating split pin products in Reception	➤ Children will be able to name the different types of mechanism covered within our school curriculum. ➤ Children will 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
➤ Children will be able to create a lever style mechanism that focusses on a slider mechanism. ➤ The children will be able to create something and practice the skill of doing so over a series of lessons to build the skill. ➤ Children to explore different types of catapults through history. ➤ Children will create a prototype of their mechanism before the finished product and some may make improvements. ➤ Some children may want to adapt their catapult to one of the ones covered in lessons.	Children to explore the lever mechanism to create their own catapult. Photographs Quotes Designs and design criteria
Key vocabulary	
Mechanism, lever, linkages, propel, payload, counterweight, tripod, strong, prototype, materials	
Common misconceptions	Books linking to this area
Children may not fully understand that weight effects the mechanism. Children may not understand safely use tools they might need to use.	Builders and Breakers

Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> <li>➤ Testing their catapults</li> <li>➤ Kings and Queens visit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Critiquing/evaluating their designs</li> <li>➤ Group discussions around different types of catapult.</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 Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</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>
Social, Emotional and Mental health	Sensory and Physical
<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>Chunky pencils A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise</p>