

	Year group: Year 1	Area/topic: Create, Develop and Evaluate Products
	<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>	

Prior learning	Future learning
Children have make functional products in the past.	Children should focus on specifically testing, with evaluation being key and the talking point of 'next time I could do this...'

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be encouraged to look at existing products for plant pots. They should look at a variety of designs and then design, plan, make and test their own.	To make a functional appealing flower pot.
Key vocabulary	
Functional Appealing Existing products	

Drainage holes Strong Sturdy	
<b>Common misconceptions</b>	<b>Books linking to this area</b>
Children might confuse the process with art, however it must be communicated clearly that the product is being made for a purpose and they will be used to plant and flower bulbs and seeds.	Jabari Tries
<b>Memorable first hand experiences</b>	<b>Opportunities for communication</b>
Children will plant their own seed/bulb in the plant pot that they have made. They will then be able to see how effective their making skills have been.	Children will be able to physically test their products by planting seeds and bulbs. They will be able to see whether their product is strong and sturdy and whether a plant can grow inside.

DCINS 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 Artist work on the table, stuck into their books, stuck onto learning boards 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  
Mixing and painting with body parts