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

| 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. ➤ At this point in the year children will need to evaluate on a simple level, it did not work because... | <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> |

| Key vocabulary | |
|--|--|
| Existing products, Design, Make, Decorate, Test, Evaluate , | |
| Common misconceptions | Books linking to this area |
| <ul style="list-style-type: none"> ➤ Children might not understand that a product will not be made in one session. ➤ Children might not understand and will need to be shown (through visualiser) what they are looking for in terms on details. | Iggy Peck Architect |
| Memorable first hand experiences | Opportunities for communication |
| Looking at existing products. | <ul style="list-style-type: none"> ➤ Children talking and sharing their observations and findings. ➤ Pointing and labelling. |

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 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p> | <p>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</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 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</p> |