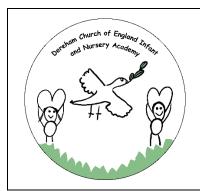
## Dereham Church of England Infant and Nursery Academy-DT Spring 1





Year group: Year I Area/topic: Mechanisms

(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	Children will be able to name the different types of mechanism covered
dinosaur eggs.	within our school curriculum and 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 puppet style mechanism that focusses on a slider mechanism. The children		Children to make a moving picture scene
will be able to create something and practice the skill of doing so over a series of lessons to build the skill.		linking to the outdoors poetry [POR text]
Some children may want to create a picture with more than one moving part.		
Key vocabulary		
Mechanism, Slider, Left, Right, Moving picture, Puppet/theatre , Purpose, Interactive		
Common misconceptions	Books linking to this area	
Children may not fully understand that the whole picture does not move	Out and About	
and just one part.	Builders and Breakers	
Children might not understand that we can use our moving pictures for		
the purpose of story telling.		
Children may not understand how to store and keep their sliders safe from		
falling when they are not in use.		
Memorable first hand experiences	Opportunities for communicati	on

Going on outdoors walks
Looking at real life puppets and mechanism books to show children how
they can be interactive.

Storytelling opportunities will arise as children complete their moving pictures. The theatre background should be use for children to adapt the original story for their own alongside recalling and retelling the original story.

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## 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  Social, Emotional and Mental health	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  Sensory and Physical
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	Churky 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