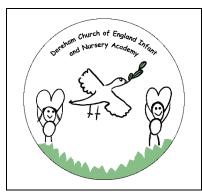
Dereham Church of England Infant and Nursery Academy-DT Autumn 2





Year group: Year 2 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 learnt simple mechanisms (such as sliders, levers, pop	Children will be given a brief project and children will need to think about
outs).	and offer ideas of which mechanism might be most appropriate for the set
Children have been guided on constructing mechanisms with some adult	task.
support.	Children to independently identify what materials and equipment they
Children have been guided on what mechanisms to make and for what	would use to create their mechanism.
ригрове.	

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children to identify what mechanism would be most appropriate and explain why and for what purpose.		Children to create something with a	
Children to combine the skills they have learnt in EYFS and Year I to independently join and create		moving part to represent a mechanism.	
products.			
Key vocabulary		The children's mechanisms do not all need	
Ideas, Inspiration, Materials, Equipment, Effective, Appropriate, Autonomy, Independence		to be the same in the class but they must be able to explain why they have chosen that specific mechanism for the set purpose.	
Common misconceptions	Books linking to this area		
Children may need some prompting at what a mechanism is as they won't have been covered since Summer 2 in Year I.	Rosie Revere Engineer		

Children might not understand or think they can complete the task independently and draw upon their knowledge and understanding.	
Memorable first hand experiences	Opportunities for communication
Children creating their own mechanism and then sharing with their peers	Explaining what they have created, using key and specific vocabulary
or adults.	from the vocabulary they are currently using and the vocabulary they
	have used in the past.
	Children to talk in depth about the details they have used - colour choices
	they have made.

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Reasonable adjustments for pupils with $\ensuremath{\mathsf{SEND}}$

Communication and Interaction	Cognition and Learning
Visual aids Modelling - through the use of visualiser or I:I 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	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	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