

	Year group: Year 2	Area/topic: Mechanisms
	<p>(objectives from NC/ELG/Development matters)</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	

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

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children to identify what mechanism would be most appropriate and explain why and for what purpose.</p> <p>Children to combine the skills they have learnt in EYFS and Year 1 to independently join and create products.</p>	<p>Children to create something with a moving part to represent a mechanism.</p>
Key vocabulary	<p>The children's mechanisms do not all need 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.</p>
<p>Ideas, Inspiration, Materials, Equipment, Effective, Appropriate, Autonomy, Independence</p>	
Common misconceptions	Books linking to this area
<p>Children may need some prompting at what a mechanism is as they won't have been covered since Summer 2 in Year 1.</p>	<p>Rosie Revere Engineer</p>

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 or adults.	Explaining what they have created, using key and specific vocabulary 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.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Cognition and Learning</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>
<p>Social, Emotional and Mental health</p> <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>Sensory and Physical</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>