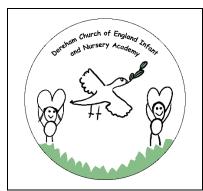
Dereham Church of England Infant and Nursery Academy-DT Spring 2





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 been introduced to a variety of mechanisms and have	Children should confidently decide which mechanism should be used for a
applied these to differing products that they have made.	specific purpose.

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children should recall the knowledge they have previously be taught about mechanisms and should		Children to create a moving picture with a	
understand that it is a moving part.		variety of different mechanism, sliders,	
Children should be able to recall how to construct and make a moving mechanism and where certain ones		levers, pop outs etc.	
might be best placed within their product.			
Key vocabulary			
Mechanism, Apply, Appropriate, Best placed, Most effective			
Common misconceptions	Books linking to this area		
Children may not understand that they will need to give enough room for			
multiple mechanisms on their page. They should not cut an entire length			
for one mechanism if that does not leave room for another.			
Memorable first hand experiences	Opportunities for communication		
Role Playing with their moving pictures afterwards to provide	Children to discuss why they have used a certain mechanism for a certain		
entertainment for their peers and families.	area on their moving picture.		
	Children to story tell and role play with their moving pictures after they		
	are finished.	- · · · · · · ·	

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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	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	
Coloured paper Social, Emotional and Mental health	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	Chunky crayons/paintbrushes A range of tools/scissors	
Seat pupil with more confident friend - talking partners Now and next board	Gloves for sensory issues Explore new materials	
Sand timer Step by step guides with visuals/pictures/photos	Carpet space position Reduce background noise Mixing and painting with body parts	