

	<p>Year group: Year 2</p>	<p>Area/topic: Create, Develop and Evaluate Products / Mechanisms.</p>
	<p>(objectives from NC /ELG /Development matters)</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Design</p> <ul style="list-style-type: none"> <li>➤ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>➤ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>➤ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>➤ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>➤ explore and evaluate a range of existing products</li> <li>➤ evaluate their ideas and products against design criteria</li> </ul>	

Prior learning	Future learning
<p>Children have been introduced to a variety of mechanisms and have applied these to differing products that they have made.</p>	<p>Children should confidently decide which mechanism should be used for a specific purpose.</p> <p>Children should confidently select from a range of materials and tools what they would like to use for a specific purpose.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children are to understand that within the series of lessons they will be creating and combining almost all of the skills that they have been taught throughout their time at our school.</p> <p>Children should be able to confidently discuss the process taken when designing and making a product.</p> <p>They should discuss who their product is made for and why it is effective.</p> <p>The children should look at a range of existing products to inform and support their own ideas.</p>	<p>To make a mascot.</p> <p>Extension: To create a pulley on axels and wheels to pull the mascot in a pully toy type way.</p>
Key vocabulary	
<p>Product, Purpose, Audience, Design, Make, Plan, Materials, Tools, Evaluate</p>	

<i>Common misconceptions</i>	<i>Books linking to this area</i>
Children might not be clear on the order to do things and may seek advice. Children might not understand the link to DT and this must be explicitly taught from the beginning and the differentiation must be made clear.	Inspiring inventors who are changing our future.
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
Children to showcase their mascots/toys to their friends and families/other children around the school.	Children to discuss in depth the steps they have taken to create their mascots. How they have applied certain things. Children to think in depth about what they might do next time.

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Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
Visual aids Modelling - through the use of visualiser or 1:1 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
<i>Social, Emotional and Mental health</i>	<i>Sensory and Physical</i>
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