


# Dereham Church Infant and Nursery School- DT

|   |   |                      |
|---|---|----------------------|
|  | Year group: Nursery   | Area/topic: Autumn 1 |
|   | <p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Explore different materials, using all their senses to navigate them. Manipulate and play with different materials (Birth – Three)</p> <p>Use their imagination as they consider what they can do with different materials (Birth – Three)</p> <p>Make simple models which express their ideas (Birth – Three)</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)</p> |                      |

| Prior learning  | Future learning  |
|---|--|
| <p>Children understand what a pencil is.</p> <p>Children can hold objects.</p> <p>Children can describe objects, paper etc by colour.</p> | <p>Children to be able to combine different materials together using a variety joining materials such as glue and sellotape.</p> |

| What pupils need to know or do to be secure   |   |
|---|---|
| Key knowledge and skills  | Possible evidence   |
| <ul style="list-style-type: none"> <li>Children to be able to talk about what the materials look like, is it big or is it small.</li> <li>Children to be able to describe the colours that the material they are holding is.</li> </ul> | <p>Photos of children looking at different types of materials, such as foil, holographic papers, fabrics, paper, cardboard etc.</p> |
| Key vocabulary  |   |
|   |   |

| <ul style="list-style-type: none"> <li>• Colour</li> <li>• Shiny</li> <li>• Glittery</li> <li>• Colourful</li> </ul>   |  |
|--|--|
| Common misconceptions  | Books linking to this area   |
| <p>Children might not understand that you can get different colours of different materials (e.g. might always think paper is white) so ensure that they are given lots of opportunities to look at the same material but in different sizes and colours.</p> | <p>Tap Tap Bang Bang</p>   |
| Memorable first hand experiences   | Opportunities for communication  |
| <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>Children talking to an adult about the colours they have looked at and where they know those colours from.<br/>E.g green fabric might remind them of grass.</p> |

## DCINS Reasonable adjustments for pupils with SEND

| Communication and Interaction  | Cognition and Learning   |
|--|--|
| <p>Visual aids</p> <p>Modelling - through the use of visualiser or 1:1</p> <p>Simple instructions</p> <p>Use of WAGOLL</p> <p>Pre-teaching vocabulary</p> <p>Coloured paper</p>  | <p>Repetition of skills</p> <p>Photo examples</p> <p>Check understanding regularly</p> <p>Artist work on the table, stuck into their books, stuck onto learning boards</p> <p>Verbal responses being scribed by adults</p> <p>Large scale if fine motor is a barrier</p> |
| Social, Emotional and Mental health  | Sensory and Physical   |
| <p>Allow access to a quiet area</p> <p>Give them a special role to boost their self-esteem</p> <p>Seat pupil with more confident friend - talking partners</p> <p>Now and next board</p> <p>Sand timer</p> <p>Step by step guides with visuals/pictures/photos</p> | <p>Chunky crayons/paintbrushes</p> <p>A range of tools/scissors</p> <p>Gloves for sensory issues</p> <p>Explore new materials</p> <p>Carpet space position</p> <p>Reduce background noise</p> <p>Mixing and painting with body parts</p>                                 |