


Dereham Church Infant and Nursery School- DT

	Year group: Nursery	Area/topic: Autumn 2
	<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 will be introduced to various materials, some that they recognise some that they don't with varying stiffness, smoothness, colours etc.</p> <p>Children will be able to explain an object by its colour.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> Children to experience holding objects and feeling objects. For example paper. They should feel how light it is. Sellotape they should feel how sticky it is. 	<p>Photos of children on working wall displaying children experimenting with their different objects and</p>

Children should be given the opportunity to stick and merge different materials together (with no precision required).		ways of fusing things together. Quotes and comments for what children say.
Children should be given the opportunity to use different types of scissors to cut paper.		
Key vocabulary		
<ul style="list-style-type: none">• Sticky• Paper• Sellotape• Glue• Stick• Hold• Scissors• Feel		
Common misconceptions		Books linking to this area
Children might not understand what they cannot stick objects to paper but that other things will need to be cut and stuck.		Too Much Glue
Children to know where is appropriate to use glue sticks		
Children to understand what is a red pencil and what is a red colouring pen for example.		

Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • 	<p>Children talking to an adult about what they have stuck and how they have stuck it.</p>

DCINS Reasonable adjustments for pupils with SEND

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

