


Dereham Church Infant and Nursery School- DT

	Year group: Reception	Area/topic: Autumn 1
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make (Three – Four)</p> <p>Develop their own ideas and then decide which materials to use to express them (Three – Four)</p> <p>Join different materials and explore different textures (Three – Four)</p>	

Prior learning	Future learning
<p>Children have been given the opportunities to explore and experiment with different materials without precision for the purpose of understanding fully how things join together and how specific equipment is used.</p>	<p>Children will begin to design things for a purpose and with a set criteria based on a theme or current learning.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children to understand that when we make something it is made for a purpose and that when we make something it might be used.</p> <p>Children to understand that they are going to be making something for someone else.</p>	<p>Children to be able to explain the process that they took to create their outcome.</p>

So they should think about what that other person might like and what they would like to include within it.		Children to explain the skills that they have used.
Key vocabulary		Children to explain what materials and equipment they have used.
<ul style="list-style-type: none"> • I made this for... • I added...because... • I have used the skills... 		Children look at existing products like cards to gain understanding of how they look, operate and the purpose and function of them.
Common misconceptions		Books linking to this area
<p>Children to understand that when you give something to someone else they do not get to keep it.</p> <p>Children to get to know the other child first before making them something.</p>		
Memorable first hand experiences		Opportunities for communication
<ul style="list-style-type: none"> • 		<p>Talking to their peers of what they like.</p> <p>Talking about what they have created</p> <p>Talking about what they have used to create.</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>

