


# Dereham Church Infant and Nursery School- DT

	Year group: Nursery	Area/topic: Spring 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> <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
Children have explored using different materials and equipment to combine things together.	Children will start to make informed choices about the materials and equipment that they might choose to use for a set purpose.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
. children need to be able to think about a specific theme or topic that they are creating a product for.	Children to work with adults and each other

<p>Children might begin to explain what their ideas are and why they might want to include it.</p> <p>Children will begin to use their own imagination to create products.</p> <p>Children will be introduced to existing products to support their imagination and ideas.</p>		<p>collaboratively to create a vehicle for someone who might help us.</p> <p>Children should talk together about the features of the vehicle and what might need to be included and where it might be going.</p>
<p>Key vocabulary</p> <ul style="list-style-type: none"><li>• Collaborating</li><li>• Team</li><li>• Talking</li><li>• Working together</li><li>• Group</li><li>• Vehicle</li><li>• Parts</li><li>• Features</li></ul>		
<p>Common misconceptions</p> <p>-without the first hand experiences children may not understand what features might be put where and how they might construct something.</p> <p>Conversations for planning will be key for this activity.</p>		
<p>Memorable first hand experiences</p> <ul style="list-style-type: none"><li>• A fire engine or police car to come to school for the children to look in and explore [this is to give them ideas of what they might need to include when they are working on their own large vehicle].</li></ul>		<p>Opportunities for communication</p> <p>Children will spend the entire session communicating with one another, discussing and exchanging ideas with adults supporting and scaffolding different conversations.</p>

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*DCINS Reasonable adjustments for pupils with SEND*

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<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>	<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>

### *Social, Emotional and Mental health*

*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*

### *Sensory and Physical*

*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*