

## Dereham Church Infant and Nursery School- Art

	Year group: Nursery	Area/topic: Cutting
	(Objectives from NC/ELG/Development matters)	
	Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth – Three)	
	Start to make marks intentionally (Birth – Three)	
	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (Birth – Three)	
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)		

Prior learning	Future learning
*children would have been introduced to scissors in the mark making and art area of the classroom and would have used them at their leisure.	*the children will be able to purposefully use scissors to follow lines and cut for a set reason.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will understand how to hold a pair of scissors with their thumb on top.	*children to experiment and explore with cutting. *children to use different types of scissors for cutting.
Children will be able to follow a line for cutting accurately. Children will be given a variety of scissors, wavy, bumpy, crinkle, straight.	
Children will be able to show some control with how to use scissors.	

<p>Children will be able to show that they can be safe independently whilst using scissors.</p>		
<p>Key vocabulary</p>		
<p>Scissors Straight Cutting Curved Cutting Fringing</p>		
<p>Common misconceptions</p>		<p>Books linking to this area</p>
<p>*children may not know what hand they want to use to cut with scissors. *children may be unsafe with sizes. *children need to be clear on what they can cut.</p>		<p>Scissors on Strike</p>
<p>Memorable first hand experiences</p>		<p>Opportunities for communication</p>
<p>*children will be able to place their work on a w.o.w wall and teach their peers how to use and cut in certain ways.</p>		<p>*children to discuss how they can be safe whilst using scissors. *children to demonstrate and talk through their creative processes.</p>

DCINS Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<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><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>
<i>Social, Emotional and Mental health</i>	<i>Sensory and Physical</i>
<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><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>