


Dereham Church Infant and Nursery School- DT

	Year group: Nursery	Area/topic: Spring 2
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Explore different materials, using all their senses to navigate tem. 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
<p>children have worked collaboratively to create a whole class DT project. They will now begin the process of working somewhat independently whilst still discussing and sharing their ideas.</p>	<p>Children to be shown existing products and given a set brief which they might try and meet. Children will begin to discuss what worked with their product or not 'it ripped' 'it is together'.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence

<ul style="list-style-type: none"> Children will be required to look at an existing product [dog leash]. Children should talk about what they know the product is for. Children should talk about where they might have seen one before or when they might have used one before. 	<p>Children to create their own dog leash that can be tested on a toy dog.</p>
<p>Key vocabulary</p> <ul style="list-style-type: none"> Dog leash Safe Work What is it for? Where have you seen one before? When have you used one? 	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>Children may not understand what the leash is used for and they might not be able to explain why.</p>	<p>Looking after dogs and puppies [pet guides].</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<ul style="list-style-type: none"> A dog to come into school on their lead so the children can see the animal and the lead in action. 	<p>Children will be given a range of possible materials that they might use, they should discuss what they have chosen and why. After testing their product they should discuss why the product worked/didn't.</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

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