


Dereham Church Infant and Nursery School- DT

	<p>Year group: Reception</p>	<p>Area/topic: Selecting Materials and Tools</p>
	<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> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p>	

Prior learning	Future learning
<p>Children have had the experience of exploring lots of materials and learning in depth how to use specific tools and apply certain adhesives.</p>	<p>Children should know the specific names and vocabulary for materials and tools they are using.</p> <p>Children should know and explain what process/order they have taken to create a piece of work.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children should be able to follow a process/steps to create a product.</p> <p>Children should understand and use the word mechanism when explaining the product that they have made.</p> <p>Children should understand that a mechanism is a moving part.</p> <p>Children should understand safety when using a variety of materials and tools.</p>	<p>Children to make a split pin moving picture of a dinosaur coming out of an egg.</p>
<p>Key vocabulary</p> <p>Mechanism</p> <p>Function</p> <p>Movement</p> <p>Split pin</p> <p>Hole punch</p>	
Common misconceptions	Books linking to this area
<p>Children may not understand that it is just a part of the product that will move not the whole thing.</p> <p>Children will need to understand that there will be multiple steps to take to achieve this final outcome.</p>	<p>Ingenious Eddie</p>
Memorable first hand experiences	Opportunities for communication
<p>A trip to the dinosaur park.</p>	<p>Children to talk and explain the steps that they have taken.</p>

Looking at real first hand products that have a mechanism to show movement.

Children to explain the steps and support a friend that might also need help with remembering the steps.

Children to use the word mechanism with confidence.

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>

