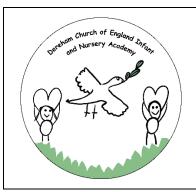
Dereham Church of England Infant and Nursery Academy-DT

Autumn 2





Year group: Nursery

(objectives from NC/ELG/Development matters)

Explore different materials, using all their senses to navigate tem. Manipulate and play with different materials (Birth - Three)

Area/topic:

- Use their imagination as they consider what they can do with different materials (Birth Three)
- Make simple models which express their ideas (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 understand what a pencil is.	Children will be introduced to various materials, some that they recognise
Children can hold objects.	some that they don't with varying stiffnesss, smoothness, colours etc.
	Children will be able to explain an object by its colour.

What pupils need to know or do to be secure				
Key knowledge and skills		Possible evidence		
Children to experience holding objects and feeling objects.		Photos of children on working wall		
For example paper. They should feel how light it is. Sellotape they should feel how sticky it is.		displaying children experimenting with		
Children should be given the opportunity to stick and merge different materials together (with no precision required).		their different objects and ways of fusing things together. Quotes and comments for what children say.		
Children should be given the opportunity to use different types of scissors to cut paper.				
Key vocabulary				
Sticky. Paper, Sellotape, Glue, Stick, Hold, Scissors, Feel				
Common misconceptions	Books linking to this area			
Children might not understand what they cannot stick objects to paper but that other things will need to be cut and stuck. Children to know where is appropriate to use glue sticks Children to understand what is a red pencil and what is a red colouring pen for example.	Too Much Glue			

Memorable first hand experiences	Opportunities for communication
Children helping to make Nativity Costumes	Children talking to an adult about what they have stuck and how they have stuck it.

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Reasonable adjustments for pupils with ${\sf SEND}$

Communication and Interaction	Cognition and Learning
Visual aids	Repetition of skills
Modelling - through the use of visualiser or 1:1	Photo examples
Simple instructions	Check understanding regularly
Use of WAGOLL	Artist work on the table, stuck into their books, stuck onto learning boards
Pre-teaching vocabulary	Verbal responses being scribed by adults
Coloured paper	Large scale if fine motor is a barrier
Social, Emotional and Mental health	Sensory and Physical
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	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