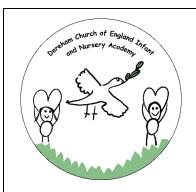
Dereham Church of England Infant and Nursery Academy-DT

Spring 1





Year group: Nursery Area/topic:

(objectives from NC/ELG/Development matters)

- Explore different materials, using all their senses to navigate tem. Manipulate and play with different materials (Birth Three)
- > 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)
- Explore different materials freely, to develop their ideas about how to use them and what to make (Three Four)
- Develop their own ideas and then decide which materials to use to express them (Three Four)
- > Join different materials and explore different textures (Three Four)

Prior learning	Future learning
Children are in the beginning stages of creating their own products and	Children will begin to make things for sole purpose of something else and
are testing them and verbally discussing what they have achieved.	not a one time test.
	Children will begin to make their own informed choices about most parts
	of the designing and making process. They will be introduced to the main
	steps of DT.

What pupils need to know or do to be secure				
Key knowledge and skills		Possible evidence		
 Children will be required to look at an existing product [plant pot] and discuss what shape it might be or what it reminds them of. 		Children to create their own plant pot and plant a seed in it to watch it grow.		
 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. 		Newspaper could be useful to use for this		
Key vocabulary				
Plant pot, Seed, Newspaper, Design [children could be given a blank pot to draw/mark make on and then				
transfer their idea to the real pot once made].				
Common misconceptions	Books linking to this area			
Children may not understand that the pot will need to be a solid vessel. It will need to be somewhat strong to hold the soil and water.				

Memorable first hand experiences	Opportunities for communication
Children to make their own plant pots, plant a seed and then watch them	What might the children like to put on their plant pots?
grow over time.	What flowers might the children want to grow in their plant pots?
	What experiences have the children had of growing plants?

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

Communication and Interaction	Cognition and Learning
	D. Id. C. Idl
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	Churky crayors/paintbrushes
Give them a special role to boost their self-esteem	A range of tools/scissors
Seat pupil with more confident friend - talking partners	Gloves for sensory issues
Now and next board	Explore new materials
Sand timer	Carpet space position
Step by step guides with visuals/pictures/photos	Reduce background noise
	Mixing and painting with body parts