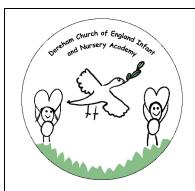
Dereham Church of England Infant and Nursery Academy-DT

Summer 2





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 moels 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 will have experienced eating foods and will be able to comment on what foods they like to eat and what they do not like to eat.	Children will also learn what healthy and unhealthy foods are and how they can effect our bodies. They will learn what foods are good for their
Some might be able to discuss what they cannot eat due to allergies.	bodies and how many they should have a day.

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
➤ Children to try food from around the world.		Children to experience tasting and trying	
Children to understand that food comes from different places around the world.		different foods from around the world	
> Some children might be able to say where certain foods or drinks come from e.g. an egg from a		[for transport and holidays]. Thumbs up	
chicken and milk from a cow.		thumbs down for enjoyment.	
Key vocabulary			
I like it			
I do not like it.			
Common misconceptions	Books linking to this area		
children should never be forced to eat food but it might be nice to	Oliver's Fruit Salad		
encourage.	The Runaway Pea		

Children may not understand where food comes from and be unwilling as	
the food might not be something that they have tried before.	
Memorable first hand experiences	Opportunities for communication
Trying different foods from around the world.	Children to say I do like it or I don't like it.
	Children can communicate through thumbs up and thumbs down as well.

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Reasonable adjustments for pupils with $\ensuremath{\mathsf{SEND}}$

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	Chunky crayons/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