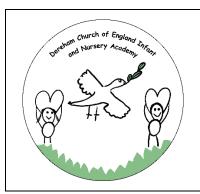
Dereham Church of England Infant and Nursery Academy- DT

Autumn I





Year group: Nursery Area/topic: Sensory Exploration- Materials

(objectives from NC/ELG/Development matters)

- Explore different materials, using all their senses to navigate tem. Manipulate and play with different materials (Birth Three)
- \triangleright 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 can hold objects. Children can describe objects, paper etc by colour.	Children to be able to combine different materials together using a variety joining materials such as glue and sellotape.

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
▶ Children to be able to talk about what the materials look like, is it big or is it small.		Photos of children looking at different	
> Children to be able to describe the colours that the material they are holding is.		types of materials, such as foil,	
		holographic papers, fabrics, paper,	
Key vocabulary		cardboard etc.	
Colour, Shiny, Glittery, Colourful, material, paper, fabric,			
Common misconceptions	Books linking to this area		
Children might not understand that you can get different colours of	Tap Tap Bang Bang		
different materials (e.g. might always think paper is white) so ensure	Look, See, Feel: COLOURS		
that they are given lots of opportunities to look at the same material			
but in different sizes and colours.			
Memorable first hand experiences	Opportunities for communication		
Colour Hunts	Children talking to an adult about the colours they have looked at		
	and where they know those colours from.		
	E.g green fabric might remind them of grass.		

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

Communication and Interaction	Cognition and Learning
Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults 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	A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise