

	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) ➤ 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. ➤ Children to be able to describe the colours that the material they are holding is.	Photos of children looking at different types of materials, such as foil, holographic papers, fabrics, paper, cardboard etc.
Key vocabulary	
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 different materials (e.g. might always think paper is white) so ensure that they are given lots of opportunities to look at the same material but in different sizes and colours.	Tap Tap Bang Bang Look, See, Feel: 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 SEND

Communication and Interaction Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Cognition and Learning 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 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	Sensory and Physical A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise