

	Year group: Nursery	Area/topic: Sensory Exploration- Joining 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 will be introduced to various materials, some that they recognise 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. For example paper. They should feel how light it is. Sellotape they should feel how sticky it is. ➤ Children should be given the opportunity to stick and merge different materials together (with no precision required). ➤ Children should be given the opportunity to use different types of scissors to cut paper.	Photos of children on working wall displaying children experimenting with their different objects and ways of fusing things together. Quotes and comments for what children say.	
Key vocabulary		
Sticky, Paper, Sellotape, Glue, Stick, Hold, Scissors, Feel, cut		
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	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 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