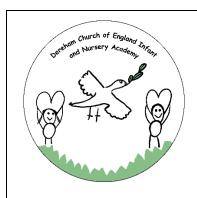
Dereham Church of England Infant and Nursery Academy- DT

Spring I





Year group: Nursery Area/topic: Imagine- Dog leash

(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
Ÿ	Children to be shown existing products and given a set brief which
project. They will now begin the process of working somewhat	they might try and meet.
independently whilst still discussing and sharing their ideas.	Children will begin to discuss what worked with their product or not
	'it ripped' 'it is together'.

	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 [dog leash].		Children to create their own dog leash	
>	Children should talk about what they know the product is for.		that can be tested on a toy dog.	
>	Children should talk about where they might have seen one before or w one before.			
>	> Children to use their ideas to create their own 'products'			
>	Children beginning to use simple vocabulary for measurement (long/er, short/er,)			
>	> What is it for?			
> Where have you seen one before?				
>	> When have you used one?			
	Key vocabulary			
Do	g leash, Safe, Work, collar, join, handle, measure			
Col	Common misconceptions Books linking to this area			

Children may not understand what the leash is used or and they	Looking after dogs and puppies [pet guides].
might not be able to explain why.	
Children may not know materials that may be useful for this purpose	
Memorable first hand experiences	Opportunities for communication
A dog to come into school on their lead so the children can see the	Children will be given a range of possible materials that they might
animal and the lead in action.	use, they should discuss what they have chosen and why.
	After testing their product they should discuss why the product
	worked/didn't.

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

Communication and Interaction	Cognition and Learning
Visual aids Modelling – through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards 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	Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise Mixing and painting with body parts