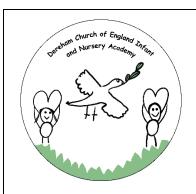
Dereham Church of England Infant and Nursery Academy- DT Summer 2





Year group: Nursery Area/topic: Food and Nutrition- Exploring new foods

(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. Some might be able to discuss what they cannot eat due to allergies.	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 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	
Children to understand that food comes from different places around the world.		trying different foods from around the	
Some children might be able to say where certain foods or drinks come from e.g. an egg from		world [for transport and holidays].	
a chicken and milk from a cow.		Thumbs up 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 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	Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise