


| | | |
|---|---|--|
|  | Year group: Reception | Area/topic: Experimenting- Making for someone else |
| | <p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> ➤ 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 |
|---|--|
| <ul style="list-style-type: none"> ➤ Children have been given the opportunities to explore and experiment with different materials without precision for the purpose of understanding fully how things join together and how specific equipment is used. | <ul style="list-style-type: none"> ➤ Children will begin to design things for a purpose and with a set criteria based on a theme or current learning. |

| What pupils need to know or do to be secure | |
|---|---|
| Key knowledge and skills | Possible evidence |
| <ul style="list-style-type: none"> ➤ Children to understand that when we make something it is made for a purpose and that when we make something it might be used. ➤ Children to understand that they are going to be making something for someone else so they should think about what that other person might like and what they would like to include within it. | <p>Children to be able to explain the process that they took to create their outcome.</p> <p>Children to explain the skills that they have used.</p> <p>Children to explain what materials and equipment they have used.</p> <p>Children look at existing products like cards to gain understanding of how they look, operate and the purpose and function of them.</p> |
| Key vocabulary | |
| <ul style="list-style-type: none"> ➤ I made this for... ➤ I added...because... ➤ I have used the skills... | |
| Common misconceptions | Books linking to this area |
| <ul style="list-style-type: none"> ➤ Children to understand that when you give something to someone else they do not get to keep it. | |

| | |
|---|---|
| ➤ Children to get to know the other child first before making them something. | |
| Memorable first hand experiences | Opportunities for communication |
| | Talking to their peers of what they like. Talking about what they have created Talking about what they have used to create. |

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with 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 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/pencils A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise |