

	Year group: Reception	Area/topic: Experimenting- Making a card
(objectives from NC/ELG/Development matters) <ul style="list-style-type: none"> <li>➤ Explore different materials freely, to develop their ideas about how to use them and what to make (Three - Four)</li> <li>➤ Develop their own ideas and then decide which materials to use to express them (Three - Four)</li> <li>➤ Join different materials and explore different textures (Three - Four)</li> </ul>		

Prior Learning	Future learning
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.	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"> <li>➤ Children to show that they can select appropriate materials and equipment for creating a piece with a set purpose (e.g. a card for a friend/family member)</li> <li>➤ Children to demonstrate that they can add additional extras to their piece, using glue, sequins, stickers etc.</li> </ul>	Children to be able to explain the process that they took to create their outcome. Children to explain the skills that they have used.
Key vocabulary	
<ul style="list-style-type: none"> <li>➤ The skill I have used...</li> <li>➤ The equipment I have used...</li> <li>➤ The materials I have used...</li> </ul> Purpose, Open, Close	Children to explain what materials and equipment they have used. Children look at existing products like cards to gain understanding of how they look, operate and the purpose and function of them.
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>➤ Children to understand the function of the card.</li> <li>➤ Children might not know or understand what a card is for.</li> </ul>	The Jolly Postman
Memorable first hand experiences	Opportunities for communication

Go to the post office to send the cards.

Talking about the process they have taken to create their product

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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 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/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise