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|  | Year group: Reception | Area/topic: Selecting Materials and Tools - Split pin Dinosaurs |
| | (objectives from NC/ELG/Development matters) ➤ 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) ➤ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) ➤ Share their creations, explaining the process they have used. (ELG) | |

| Prior learning | Future learning |
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| Children have had the experience of exploring lots of materials and learning in depth how to use specific tools and apply certain adhesives. | Children should know the specific names and vocabulary for materials and tools they are using. Children should know and explain what process/order they have taken to create a piece of work. |

| What pupils need to know or do to be secure | | |
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| Key knowledge and skills | Possible evidence | |
| ➤ Children should be able to follow a process/steps to create a product. ➤ Children should understand and use the word mechanism when explaining the product that they have made. ➤ Children should understand that a mechanism is a moving part. ➤ Children should understand safety when using a variety of materials and tools. | Children to make a split pin moving picture of a dinosaur with moving limbs and head. Or | |
| Key vocabulary | Split pin dinosaur coming out of an egg | |
| Mechanism, Function, Movement, Split pin, Hole punch | | |
| Common misconceptions | Books linking to this area | |
| ➤ Children may not understand that it is just a part of the product that will move not the whole thing. ➤ Children will need to understand that there will be multiple steps to take to achieve this final outcome. | Ingenious Eddie | |

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| Memorable first hand experiences | Opportunities for communication |
| A trip to the dinosaur park. Looking at real first hand products that have a mechanism to show movement. | Children to talk and explain the steps that they have taken. Children to explain the steps and support a friend that might also need help with remembering the steps. Children to use the word mechanism with confidence. |

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

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| <p>Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p> | <p>Cognition and Learning</p> <p>Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults Large scale if fine motor is a barrier</p> |
| <p>Social, Emotional and Mental health</p> <p>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</p> | <p>Sensory and Physical</p> <p>Chunky crayons A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise</p> |