

	Year group: Reception	Area/topic: Selecting Materials and Tools - Split pin Dinosaurs
<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) ➤ 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
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	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> ➤ 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 Split pin dinosaur coming out of an egg
Key vocabulary	
Mechanism, Function, Movement, Split pin, Hole punch	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> ➤ 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

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

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Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Visual aids</p> <p>Modelling - through the use of visualiser or 1:1</p> <p>Simple instructions</p> <p>Use of WAGOLL</p> <p>Pre-teaching vocabulary</p> <p>Coloured paper</p>	<p>Repetition of skills</p> <p>Photo examples</p> <p>Check understanding regularly</p> <p>Verbal responses being scribed by adults</p> <p>Large scale if fine motor is a barrier</p>
Social, Emotional and Mental health	Sensory and Physical
<p>Allow access to a quiet area</p> <p>Give them a special role to boost their self-esteem</p> <p>Seat pupil with more confident friend - talking partners</p> <p>Now and next board</p> <p>Sand timer</p> <p>Step by step guides with visuals/pictures/photos</p>	<p>Chunky crayons</p> <p>A range of tools/scissors</p> <p>Gloves for sensory issues</p> <p>Explore new materials</p> <p>Carpet space position</p> <p>Reduce background noise</p>