

	Year group: Reception	Area/topic: Selecting tools and Materials- Buses
	(objectives from NC/ELG/Development matters) <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 some experience of collaborative learning and enhancing their learning environments in Nursery.	Children will learn the benefit of making something to support and enhance other children's learning. They will experience seeing their products and areas being used by other children in their classroom.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will need to work together to create a role play area that will enhance the classroom environment for all the children. They will need to think carefully using their first hand experiences of exploring their local town to discuss and then make areas and props to support the area. Children should discuss how they think might best make it and what they might make the prop out of.	Children to create a bus /bus shelter role play area with some support and guidance from the adults in the room. Children to think about how their role play area should look and what should be included.
Key vocabulary	
<ul style="list-style-type: none"> ➤ I think we should include this... ➤ We can make it using... ➤ We can make it better by doing... ➤ I think we should make... 	
Common misconceptions	Books linking to this area
Children may not fully understand that they are making one big area to share for the whole class.	Naughty Bus.

Children may not understand that the area will not need 23 timetables, but just one that a selection of children will contribute to.	
Memorable first hand experiences	Opportunities for communication
A walk into town to see a bus stop to see what should be included.	<p>Children to talk and discuss what features and props might need to be included within the area.</p> <p>Children will need to specifically discuss what they are making, how they are making and what they will need to use to make the different areas for the role play area.</p> <p>Children will then model how to effectively role play this area as well.</p>

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Reasonable adjustments for pupils with SEND

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