

	Year group: Nursery	Area/topic: Summer 1
	<p>(objectives from NC/ELG/Development matters)</p> <p>Explore different materials, using all their senses to navigate them. Manipulate and play with different materials (Birth – Three)</p> <p>Use their imagination as they consider what they can do with different materials (Birth – Three)</p> <p>Make simple models which express their ideas (Birth – Three)</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make (Three – Four)</p> <p>Develop their own ideas and then decide which materials to use to express them (Three – Four)</p> <p>Join different materials and explore different textures (Three – Four)</p>	

Prior learning	Future learning
Children are in the beginning stages of creating their own products and are testing them and verbally discussing what they have achieved.	Children will begin to make things for sole purpose of something else and not a one time test. Children will begin to make their own informed choices about most parts of the designing and making process. They will be introduced to the main steps of DT.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> Children will be required to look at an existing product [plant pot] and discuss what shape it might be or what it reminds them of. Children should talk about what they know the product is for. Children should talk about where they might have seen one before or when they might have used one before. 	<p>Children to create their own plant pot and plant a seed in it to watch it grow.</p> <p>Newspaper could be useful to use for this</p>
Key vocabulary	
<ul style="list-style-type: none"> Plant pot 	

<ul style="list-style-type: none"> • Seed • Newspaper • Design [children could be given a blank pot to draw/mark make on and then transfer their idea to the real pot once made]. 	
Common misconceptions	Books linking to this area
Children may not understand that the pot will need to be a solid vessel. It will need to be somewhat strong to hold the soil and water.	
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Children to make their own plant pots, plant a seed and then watch them grow over time. 	<p>What might the children like to put on their plant pots?</p> <p>What flowers might the children want to grow in their plant pots?</p> <p>What experiences have the children had of growing plants?</p>

DCINS 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>Artist work on the table, stuck into their books, stuck onto learning boards</p> <p>Verbal responses being scribed by adults</p> <p>Large scale if fine motor is a barrier</p>

Social, Emotional and Mental health

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

Sensory and Physical

Chunky crayons/paintbrushes
A range of tools/scissors
Gloves for sensory issues
Explore new materials
Carpet space position
Reduce background noise
Mixing and painting with body parts