

	Year group: Nursery	Area/topic: Summer 2
	<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
<p>children will have experienced eating foods and will be able to comment on what foods they like to eat and what they do not like to eat.</p> <p>Some might be able to discuss what they cannot eat due to allergies.</p>	<p>Children will also learn what healthy and unhealthy foods are and how they can affect our bodies. They will learn what foods are good for their bodies and how many they should have a day.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> Children to try food from around the world. Children to understand that food comes from different places around the world. Some children might be able to say where certain foods or drinks come from e.g. an egg from a chicken and milk from a cow. 	<p>Children to experience tasting and trying different foods from around the world [for transport and holidays]. Thumbs up thumbs down for enjoyment.</p>
Key vocabulary	
<ul style="list-style-type: none"> I like it 	

<ul style="list-style-type: none"> I do not like it. 	
Common misconceptions	Books linking to this area
children should never be forced to eat food but it might be nice to encourage. Children may not understand where food comes from and be unwilling as the food might not be something that they have tried before.	Oliver's Fruit Salad The Runaway Pea
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> Trying different foods from around the world. 	Children to say I do like it or I don't like it. Children can communicate through thumbs up and thumbs down as well.

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

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