

	<p>Year group: Nursery</p>	<p>Area/topic:</p>
<p>(objectives from NC /ELG /Development matters)</p> <ul style="list-style-type: none"> ➤ Explore different materials, using all their senses to navigate tem. Manipulate and play with different materials (Birth - Three) ➤ Use their imagination as they consider what they can do with different materials (Birth - Three) ➤ Make simple models which express their ideas (Birth - Three) ➤ Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth - Three) ➤ 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) 		

Prior learning	Future learning
<p>Children have worked collaboratively to create a whole class DT project. They will now begin the process of working somewhat independently whilst still discussing and sharing their ideas.</p>	<p>Children to be shown existing products and given a set brief which they might try and meet. Children will begin to discuss what worked with their product or not 'it ripped' 'it is together'.</p>

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 [dog leash]. ➤ 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 dog leash that can be tested on a toy dog.</p>
Key vocabulary	
<p>Dog leash, Safe, Work</p> <ul style="list-style-type: none"> ➤ What is it for? ➤ Where have you seen one before? ➤ When have you used one? 	
Common misconceptions	Books linking to this area
<p>Children may not understand what the leash is used or and they might not be able to explain why.</p>	<p>Looking after dogs and puppies [pet guides].</p>
Memorable first hand experiences	Opportunities for communication

A dog to come into school on their lead so the children can see the animal and the lead in action.

Children will be given a range of possible materials that they might use, they should discuss what they have chosen and why.
After testing their product they should discuss why the product worked/didn't.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;">Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p style="text-align: center;">Cognition and Learning</p> <p>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</p>
<p style="text-align: center;">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 style="text-align: center;">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 Mixing and painting with body parts</p>