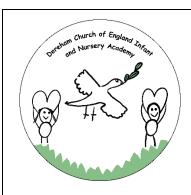
Dereham Church of England Infant and Nursery Academy-DT

Spring 1





Year group: Nursery

Area/topic:

(objectives from NC/ELG/Development matters)

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

What pupils need to know or do to be secure				
Key knowledge and skills		Possible evidence		
Children will be required to look at an existing product [dog leash].		Children to create their own dog leash		
Children should talk about what they know the product is for.		that can be tested on a toy dog.		
Children should talk about where they might have seen one before or when they might have used one				
before.				
Key vocabulary				
Dog leash, Safe, Work				
➤ What is it for?				
➤ Where have you seen one before?				
➤ When have you used one?				
Common misconceptions	Books linking to this area			
Children may not understand what the leash is used or and they might not	Looking after dogs and puppies [pet guides].			
be able to explain why.				
Memorable first hand experiences	Opportunities for communication			

A dog to come into school on their lead so the children can see the animal	Children will be given a range of possible materials that they might use,
and the lead in action.	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 $\ensuremath{\mathsf{SEND}}$

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