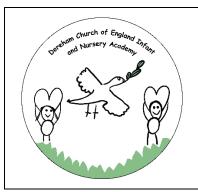
Dereham Church of England Infant and Nursery Academy-DT Autumn 1





Year group: Reception Area/topic:

(objectives from NC/ELG/Development matters)

- 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 been given the opportunities to explore and experiment with	Children will begin to design things for a purpose and with a set criteria
different materials without precision for the purpose of understanding	based on a theme or current learning.
fully how things join together and how specific equipment is used.	

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children to understand that when we make something it is made for a purpose and that when we make		Children to be able to explain the process	
something it might be used.		that they took to create their outcome.	
Children to understand that they are going to be making something for someone else. So they should think about what that other person might like and what they would like to include within it.		Children to explain the skills that they have used. Children to explain what materials and	
Key nocabulary		equipment they have used.	
➤ I made this for			
➤ I addedbecause		Children look at existing products like	
> I have used the skills		cards to gain understanding of how they	
		look, operate and the purpose and	
		function of them.	
Common misconceptions	Books linking to this area		
Children to understand that when you give something to someone else they			
do not get to keep it.			

Children to get to know the other child first before making them something.	
Memorable first hand experiences	Opportunities for communication
	Talking to their peers of what they like.
	Talking about what they have created
	Talking about what they have used to create.

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Reasonable adjustments for pupils with $\ensuremath{\mathsf{SEND}}$

Communication and Interaction	Cognition and Learning
Viaual aida	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
Allow access to a quiet area	Churky 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