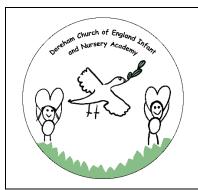
## Dereham Church of England Infant and Nursery Academy-DT

## Autumn 2





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 show that they can select appropriate materials and equipment for creating a piece with a set		Children to be able to explain the process	
purpose (e.g. a card for a friend/family member)		that they took to create their outcome.	
Children to demonstrate that they can add additional extras to their piece, using glue, sequins, stickers etc.		Children to explain the skills that they	
Key vocabulary		have used.	
> The skill I have used		Children to explain what materials and	
> The equipment I have used		equipment they have used.	
> The materials I have used		Children look at existing products like	
Purpose, Open, Close		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 the function of the card.	The Jolly Postman		
Children might not know or understand what a card is for.			

Memorable first hand experiences	Opportunities for communication
Go to the post office to send the cards.	Talking about the process they have taken to create their product

## Dereham Church of England Infant and Nursery Academy

## 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
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