

	Year group: Reception	Area/topic:
	<p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> ➤ 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 different materials without precision for the purpose of understanding fully how things join together and how specific equipment is used.	Children will begin to design things for a purpose and with a set criteria based on a theme or current learning.

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 purpose (e.g. a card for a friend/family member) Children to demonstrate that they can add additional extras to their piece, using glue, sequins, stickers etc.	Children to be able to explain the process that they took to create their outcome. Children to explain the skills that they have used. Children to explain what materials and equipment they have used. Children look at existing products like cards to gain understanding of how they look, operate and the purpose and function of them.
Key vocabulary	
<ul style="list-style-type: none"> ➤ The skill I have used... ➤ The equipment I have used... ➤ The materials I have used... Purpose, Open, Close	
Common misconceptions	Books linking to this area
Children to understand the function of the card. Children might not know or understand what a card is for.	The Jolly Postman

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

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Reasonable adjustments for pupils with SEND

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