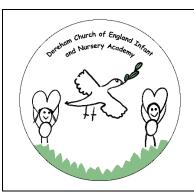
Dereham Church of England Infant and Nursery Academy-DT Spring I





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)
- > Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)
- > Share their creations, explaining the process they have used. (ELG)

Prior learning	Future learning
Children have had the experience of exploring lots of materials and	Children should know the specific names and vocabulary for materials
learning in depth how to use specific tools and apply certain adhesives.	and tools they are using.
	Children should know and explain what process/order they have taken to
	create a piece of work.

What pupils need to know or do to be secure		
Key knowledge and skills		Possible evidence
Children should be able to follow a process/steps to create a product.		Children to make a split pin moving
Children should understand and use the word mechanism when explaining the product that they have		picture of a dinosaur coming out of an
made.		egg.
Children should understand that a mechanism is a moving part.		
Children should understand safety when using a variety of materials and tools.		
Key vocabulary		
Mechanism, Function, Movement, Split pin, Hole punch		
Common misconceptions	Books linking to this area	
Children may not understand that it is just a part of the product that will	Ingenious Eddie	
move not the whole thing.		
Children will need to understand that there will be multiple steps to take to		
achieve this final outcome.		

Memorable first hand experiences	Opportunities for communication
A trip to the dinosaur park.	Children to talk and explain the steps that they have taken.
Looking at real first hand products that have a mechanism to show	Children to explain the steps and support a friend that might also need
movement.	help with remembering the steps.
	Children to use the word mechanism with confidence.

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

Communication and Interaction	Cognition and Learning
Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary	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
Coloured paper	Large scale if fine motor is a barrier
Social, Emotional and Mental health	Sensory and Physical
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	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