

	<p>Year group: Reception</p>	<p>Area/topic:</p>
<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) ➤ 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
<p>Children have had the experience of exploring lots of materials and learning in depth how to use specific tools and apply certain adhesives.</p>	<p>Children should know the specific names and vocabulary for materials and tools they are using. Children should know and explain what process/order they have taken to create a piece of work.</p>

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

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

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Reasonable adjustments for pupils with SEND

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