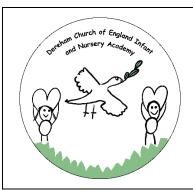
Dereham Church of England Infant and Nursery Academy-DT

Spring 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)
- 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 some experience of collaborative learning and	Children will learn the benefit of making something to support and
enhancing their learning environments in Nursery.	enhance other children's learning. They will experience seeing their
	products and areas being used by other children in their classroom.

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children will need to work together to create a role play area that will enhance the classroom environment		Children to create a bus shelter role play	
for all the children.		area with some support and guidance	
They will need to think carefully using their first hand experiences of exploring their local town to discuss		from the adults in the room.	
and then make areas and props to support the area. Children should discuss how they think might best		Children to think about how their role	
make it and what they might make the prop out of.		play area should look and what should	
Key vocabulary		be included.	
➤ I think we should include this			
➤ We can make it using			
➤ We can make it better by doing			
> I think we should make			
Common misconceptions	Books linking to this area		
Children may not fully understand that they are making one big area to	Naughty Bus.		
share for the whole class.			
Children may not understand that the area will not need 23 timetables, but			
just one that a selection of children will contribute to.			

Memorable first hand experiences	Opportunities for communication
A walk into town to see a bus stop to see what should be included.	Children to talk and discuss what features and props might need to be
	included within the area.
	Children will need to specifically discuss what they are making, how they
	are making and what they will need to use to make the different areas for
	the role play area.
	Children will then model how to effectively role play this area as well.

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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:l Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	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 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