

	<p>Year group: Reception</p>	<p>Area/topic: Make / Combining and sharing</p>
<p>(objectives from NC /ELG /Development matters)</p> <ul style="list-style-type: none"> <li>➤ Explore different materials freely, to develop their ideas about how to use them and what to make (Three - Four)</li> <li>➤ Develop their own ideas and then decide which materials to use to express them (Three - Four)</li> <li>➤ Join different materials and explore different textures (Three - Four)</li> <li>➤ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> <li>➤ Share their creations, explaining the process they have used. (ELG)</li> </ul>		

Prior learning	Future learning
<p>Children have been able to use and apply the tools and materials that they have been introduced to.</p>	<p>Children will be able to use conscious decisions about what tools and materials they would like to use and be able to explain why and give specific and detailed reasoning.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children should be given a brief and have key words for example secure explained. Children to have some thinking time [this is their version of planning time in Reception] about what they would like to make how they would like to make it and what they might use to make it. Junk modelling materials should be available to the children to use as well as a range of tools, tape, glue, paper, hole punches etc. so that they can use and apply the knowledge of these skill areas that they have been developing across the year.</p>	<p>Children to create a secure enclosure for an animal.</p>
Key vocabulary	
<p>Secure, Junk modelling, Material, Tools, Adhesive, Reason, Explanation</p>	
Common misconceptions	Books linking to this area
<p>Children may not understand the purpose of the junk modelling creation. They may not be able to explain fully and might need some adult modelling to be done first. Children might like to draw their ideas first before creating [this is a welcomed option].</p>	<p>Dear Zoo</p>

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
Children to have a petting zoo come into school, they should not only look at the animals that are coming but to also look at the cages that they arrive in to see how to make them secure.	Children to talk through their ideas with a grown up, they might want to communicate their ideas through drawings, sketches, showing on a piece of junk modelling or looking at photographs.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <p>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</p>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <p>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</p>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <p>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</p>