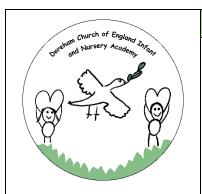
Dereham Church of England Infant and Nursery Academy- Art





Year group: Nursery - Spring | Area/topic: Cutting

(objectives from NC/ELG/Development matters)

Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth – Three)

Start to make marks intentionally (Birth – Three)

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (Birth – Three)

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)

Prior learning	Future learning
*children would have been introduced to scissors	*the children will be able to purposefully use
in the mark making and art area of the	scissors to follow lines and cut for a set
classroom and would have used them at their	reason.
leisure.	

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will understand how to hold a pair of scissors with their	*children to experiment and
thumb on top.	explore with cutting.
Children will be able to follow a line for cutting accurately.	

Children will be given a variety of scissors, wavy, bumpy, crinkle, *children to use different straight. types of scissors for cutting. Children will be able to show some control with how to use scissors. Children will be able to show that they can be safe independently whilst using scissors. Key vocabulary Scissors Straight Cutting Curved Cutting Fringing Common misconceptions Books linking to this area *children may not know what hand they want to Scissors on Strike use to cut with scissors. *children may be unsafe with sizes. *children need to be clear on what they can cut.

Opportunities for communication

using scissors.

creative processes.

*children to discuss how they can be safe whilst

*children to demonstrate and talk through their

Memorable first hand experiences

cut in certain ways.

*children will be able to place their work on a

wow wall and teach their peers how to use and

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

Communication and Interaction

Visual aids

Modelling - through the use of visualiser or 1:1

Simple instructions

Use of WAGOLL

Pre-teaching vocabulary

Coloured paper

Cognition and Learning

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

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

Sensory and Physical

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