

	Year group: Nursery - Spring 1	Area/topic: Cutting
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth – Three)</p> <p>Start to make marks intentionally (Birth – Three)</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (Birth – Three)</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)</p>	

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

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

Children will be given a variety of scissors, wavy, bumpy, crinkle, straight.

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.

*children to use different types of scissors for cutting.

Key vocabulary

Scissors
 Straight Cutting
 Curved Cutting
 Fringing

Common misconceptions

*children may not know what hand they want to use to cut with scissors.
 *children may be unsafe with sizes.
 *children need to be clear on what they can cut.

Books linking to this area

Scissors on Strike

Memorable first hand experiences

*children will be able to place their work on a w.o.w wall and teach their peers how to use and cut in certain ways.

Opportunities for communication

*children to discuss how they can be safe whilst using scissors.
 *children to demonstrate and talk through their creative processes.

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</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>Cognition and Learning</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>Social, Emotional and Mental health</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>Sensory and Physical</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>