


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Nursery</p>	<p>Area/topic: PSHE Changing Me [summer 2]</p>
<p>(Objectives from NC/ELG/Development matters) <u>Make sure that "RSHE letter" has been sent out to parents/carers before starting this theme [see JB]</u> -I know that I was once a baby. -I can talk about what it might be like going to school.</p>		

<p>Prior learning</p>	<p>Future learning</p>
<p>Children may have limited awareness of themselves as having "changed" . They will probably be aware of themselves having once been a baby and that that there are things that babies are dependent on adults to do to care for them. They may have some awareness that there are things they can do now that they couldn't do as babies and that they are bigger [or that their clothes and shoes are bigger].</p>	<p>I can name parts of my body [Ear, eye, knee, foot, finger, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand] , and show respect for my body. I can talk about some of the things my body can do and talk about ways in which I can keep my body healthy. I understand that we all start as babies, then grow into children and then adults. I can talk about how I feel about starting school and can talk about some activities I have enjoyed in Nursery this year.</p>

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • I can name parts of my body Ear, eye, knee, foot, finger, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg • I can talk about how to keep my body healthy [keeping clean and exercise]. • I know that I was once a baby • I can talk about how we care for babies and how I can do some things now that I couldn't do when I was a baby. • I know that babies become children, then adults. • I can talk about how I feel about starting school in September • I can talk about activities and times I have enjoyed in Nursery/ 	<p>Tapestry observations</p> <p>Adults modelling social language in activities with children.</p> <p>Adults modelling sharing/taking turns.</p>
Key vocabulary	
<p>Body parts names</p> <p>Heart beat, breathe, teeth, clean, toothbrush, wash, sleep, healthy, fruit, vegetables, meat, fish, .</p> <p>Baby, child, adult.</p> <p>Change, same, different.</p>	
Common misconceptions	Books linking to this area
<p>Children may have limited awareness about how they have changed but know that they were once a baby.</p> <p>Children may not be aware of the human life cycle and that it is the same for all humans [baby, child, adult].</p>	<p>"Here come the babies" Ahlbergs</p> <p>"Guess how much I love you"</p> <p>"Peppa Pig and the new baby"</p> <p>"Mog and the baby"</p>

Memorable first hand experiences	Opportunities for communication
<p>Visit from a parent with a baby [possibly invite babies of different ages so that children begin to see that babies change too].</p> <p>Bring photos of themselves as a baby to talk about.</p> <p>Visit Reception/rest of the school in small groups</p>	<p>Circle times</p> <p><u>Singing together</u> [I've got a body, a very busy body"/"Heads, shoulders knees and toes"/"One finger, one thumb"].</p> <p>"Growing up song" https://youtu.be/F5DVGXBosIA</p> <p>"When I grow up" song https://youtu.be/5rdlXji2jR0</p> <p>"Growing up song" https://youtu.be/pVxOKIXNo0Q</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>simplified steps songs/videos smaller groups using puppets</p> <p>“Time to talk” resource [for ASD/children with communication and understanding difficulties].</p>	<ul style="list-style-type: none">• activities/games that encourage social co operation and turn taking• singing songs together• encouraging children to be independent and make choices]ie at snack time; “apple or an orange?”• encouraging children to develop good hand washing routines• encouraging children to put on their own coats and boots etc

Social, Emotional and Mental health

*Visual/practical activities
be aware of home life/experiences
have a trusted adult to talk to them*

Sensory and Physical

*explore ideas with visuals/equipment to reduce the
need for vocalised communication [signing]*