

	<p>Year group: Nursery</p>	<p>Area/topic: How have you changed since being a baby? (Autumn 1)</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 		

Prior learning	Future learning
<ul style="list-style-type: none"> • Children might have already looked at photos and videos of themselves at home. • Children would have experienced celebrations such as birthdays. 	<ul style="list-style-type: none"> • In Summer 1, the children will go on to talk about how they have changed from the start of Nursery. • In Reception, the children will revisit the concept of changes within themselves during their 'marvellous me' unit and discuss what changes they have just gone through.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children to be able to point to what has changed since being a baby to now. • Children to say what has changed in simple forms. • Children to identify what has changed in skills and likes/dislikes. E.g. they can walk now, use toilet now. 	<ul style="list-style-type: none"> • Children to bring in photos of them as a baby. • Children to look at themselves in a mirror and say/point to what they see.

Key vocabulary

- *Baby* - A very young child.
- *Little*
- *Big*
- *Small*
- *Taller*
- *Longer*
- *Grow*

Common misconceptions

- Children may find it difficult to visualise the adults have been babies too.

Books linking to this area

- *I'm growing great* - Mechal Renee Roe
- *The birthday invitation* - Lucy Rowland
- *Once there were Giants* - Martin Waddell
- *The Growing story* - Ruth Krauss
- *Titch* - Pat Hutchins
- *The new baby* - Sarah Shaffi & Isabel Otler

Memorable first hand experiences

- Parents/carers could come in to share the photographs with the children.

Opportunities for communication

- Children to be invited to discuss how they have changed since being a baby.

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> <ul style="list-style-type: none">• <i>Visual aids</i>• <i>Pre-teaching the vocabulary</i>• <i>Picture timelines</i>• <i>Consider alternative ways of recording the information</i>• <i>Role play opportunities</i>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• <i>Picture word banks</i>• <i>Writing frames</i>• <i>Videos to support understanding and learning</i>• <i>Additional thinking time</i>• <i>Opportunities to verbalise rather than write their ideas and responses</i>• <i>Consider alternative ways of recording the information e.g. talk tiles</i>• <i>Use a visualiser to enlarge images and text</i>• <i>Thicker lines on sheets for writing responses</i>• <i>Role play opportunities.</i>• <i>Opportunities to handle real artefacts to support learning.</i>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• <i>Now and next boards</i>• <i>Allow a quiet space</i>• <i>Give a special role to increase self esteem</i>• <i>Provide visual support - what to do if you are stuck</i>• <i>Movement breaks</i>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• <i>Consider carpet space position during input</i>• <i>Reduce background noise</i>• <i>Enlarge images and writing</i>• <i>Consider alternative ways of recording the information</i>• <i>Where possible, use artefacts rather than images to allow the child to be more hands on</i>