

	Year group: Nursery	Area/topic: Objects from a baby and how it changes to now (Autumn 2)
	<p>(objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• Children would have discussed how they have changed since being a baby physically e.g. their hair is longer. They can now walk.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will continue to discuss how they have changed in Reception.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>• To name objects they had as a baby.</li> <li>• To name objects they use now.</li> <li>• To know that as we get older we need different objects.</li> <li>• Some to explain why they don't have those objects anymore e.g. I don't have a cot because I'm too big.</li> </ul>	<ul style="list-style-type: none"> <li>• Children could bring in some of their baby objects (if they still have them).</li> <li>• Children could handle objects a baby has and objects a child has e.g. Dummies, milk bottles. Children may find it easier to name these</li> </ul>
Key vocabulary	
<ul style="list-style-type: none"> <li>• Baby</li> <li>• Then</li> <li>• Now</li> <li>• Change</li> <li>• Same</li> <li>• Different</li> <li>• Dummy</li> </ul>	

- Nappy/pants/knickers
- Bottle/cup
- Cot/bed
- Moses basket/bed

*Any vocabulary that relates to objects the children may have had as a baby and objects they may use now instead.*

*objects when they are in front of them.*

### *Common misconceptions*

- *Not every child would have developed at the same rate and some of the children in nursery may still be using nappies or have a dummy so teacher's need to be mindful that children understand that we will have different changes.*

### *Books linking to this area*

- *The boy who cried POO! - Alessandra Requena*
- *The baby's catalogue - Janet & Allen Ahlberg*
- *The every baby book - Frann Preston-Gannon*

### *Memorable first hand experiences*

- *Provide lots of opportunities for children to become hands on with objects from their past e.g. Dummies, potty etc.*

### *Opportunities for communication*

- *This unit will involve lots of conversations about how they have changed. They will look at objects they may have had as a baby and discuss what they are.*

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