

	<p>Year group: Nursery</p>	<p>Area/topic: Family trees - photos (Spring 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 would have looked at photos of themselves as a baby during their Autumn 1 unit. 	<ul style="list-style-type: none"> • During Spring 2, the children will discuss the different jobs people in their family have.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • To know different people in their families. • To be able to discuss members of their family - names, ages, relations (dependant on the child). • To look at photos of their family members and talk about who they are. • Be able to discuss similarities and differences between family members e.g. Understand who the older members of the family and who are the younger members of the family. 	<ul style="list-style-type: none"> • To draw pictures of their parents/carers and then their parents/carers (grandparents) with adult support.

Key vocabulary

- Baby
- Family
- Family tree
- Mum
- Dad
- Grandparents
- Grandad/Grandpop
- Grandma/Nan
- Sister/brother

Common misconceptions

- Everyone's family tree is the same.
- Everyone has a mummy and daddy.

Books linking to this area

- Family and me - Michaela Dias-Hayes
- Grandad's camper - Harry Woodgave
- The family tree - Kate Ferdinand
- If all the world were... - Joseph Coetho
- I remember - Jeanne Willis
- The invisible string - Patrice Karst
- Where is my dad? - Ambry L Ivy
- Grandads Island - Benji Davies

Memorable first hand experiences

- Invite parents in again to help build a family tree using photos with their child OR to help draw a family tree with their child - discussing with them who each person is and how they are related e.g. "Grandma is daddy's dad".

Opportunities for communication

- Lots of opportunities to discuss people in their family.
- Use photos and drawing opportunities to start conversations about who different people are in their family.

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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>