

	<p>Year group: Nursery</p>	<p>Area/topic: Family jobs (Spring 2)</p>
<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 have discussed family members during their Spring 1 - Family tree unit. This will now be built upon during Spring 2 where they will discuss what jobs their family members have.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout their history education, they will be discussing different job roles and how these may have changed e.g. in Year 1, the children will learn about different jobs in a castle such as a cook. Therefore, the children in Nursery will begin to learn the names of different jobs.</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>• Children to be able to name different job roles.</li> <li>• Children to be able to say what job roles different members of their family have e.g. Mum, Dad, Carer.</li> <li>• Children to be able to know what these job roles involve e.g. a policeman catches baddies. This may just be through role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to draw pictures of different family members doing their job - begin with mum, dad, carer.</li> <li>• Role play opportunities for children to step into the shoes of different job</li> </ul>

<i>Key vocabulary</i>		<i>roles. (In class and Little City).</i>
<ul style="list-style-type: none"> <li>• <i>Jobs</i></li> <li>• <i>Work</i></li> <li>• <i>Job role titles e.g. Policeman, shop worker, postman,</i></li> </ul>		
<i>Common misconceptions</i>	<i>Books linking to this area</i>	
<ul style="list-style-type: none"> <li>• <i>Not every child may have parents that have a specific job or work. Children could discuss what they do for them at home instead.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When daddy goes to work - Paul Schofield</i></li> <li>• <i>When mummy goes to work - Paul Schofield</i></li> <li>• <i>Grandad's pride - Harry Woodgate</i></li> <li>• <i>My dad used to be so cool - Keith Negley</i></li> <li>• <i>My dad is awesome (Bluey)</i></li> <li>• <i>My mum goes to work - Kes Gray</i></li> <li>• <i>My mummy has many jobs - Lutay B.C</i></li> </ul>	
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>	
<ul style="list-style-type: none"> <li>• <i>Invite 'Little City' in to set up different work places. The children can then dress up and explore stepping into the role of different jobs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provide lots of opportunities for books about families to be shared to allow opportunities for the children to use the stories as a prompt for discussion about their own families.</i></li> </ul>	

# 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>