

	<p>Year group: Nursery</p>	<p>Area/topic: How have you grown/changed since Autumn 1? (Summer 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"> • During the Autumn term, children discussed ways they had changed since being a baby by looking at photos (Autumn 1) and discussing the objects they used to use as a baby and how it has changed now they are in Nursery (Autumn 2). Children will now build on these skills in Summer 1 by looking for smaller changes in themselves, helping them to begin to understand 'change' and 'chronology' ready for Reception and KSI. 	<ul style="list-style-type: none"> • During Summer 2, the children will explore the concept of 'past' in regards to 'yesterday' to begin understanding the concept of chronology and what history is when they start in Reception and move throughout KSI. They will also talk about how they have changed in more detail in Reception.

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 say and identify what has changed about themselves since Autumn 1 to now. This could be how their appearance has changed e.g. "I have got taller, I am older, My hair has grown" or it could be what they are now better at e.g. "I can now write my name". 	<ul style="list-style-type: none"> • Look back at old photos of the children's time in Nursery (this could be photos taken on the iPad

- Children to begin to understand that the photographs they are seeing are from the past and that we have changed because time has gone by. Teachers do not need to go into depth with this but just help them understand that the photos were taken a while ago and they have got older so things have changed.

and uploaded to Public or using Tapestry).

Key vocabulary

- Taller/Bigger
- Smarter
- Longer
- Older
- Changed
- Past
- Photographs
- While ago

Common misconceptions

- Children can have the misconception that life has never changed because all they can visualise is them now.
- Understanding the differences between 'last week' and 'last year' - understanding the time differences.

Books linking to this area

- When I grow up - Tim Minchin
- What makes me a me? - Ben Faulkes

Memorable first hand experiences

- Children to have the opportunity to look back at photos of themselves at the beginning of Nursery (either using Public, the class iPad or Tapestry). Children to also have the opportunity to look at the work they produced at the start of Nursery e.g. Looking at the beginning of their mark making book.

Opportunities for communication

- Children will be encouraged throughout this half term to discuss how they have changed (physically and academically) using photographs and their old workbooks. Teachers to model ideas to help children use the correct vocabulary.

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>