

	<p>Year group: Nursery</p>	<p>Area/topic: Talking about the past - Yesterday (Summer 2)</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 have already had experience of talking about the past. They have already talked about how they have changed since being a baby and how they have changed since the start of Nursery. This unit will now teach them how to discuss shorter periods of time and understand the concept of 'yesterday'. 	<ul style="list-style-type: none"> • Children will continue to understand that history is learning about the past and understanding the concept of chronology when they start in Reception and move throughout KSI.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children to begin to explore the concept that History is learning about the past. • Children to understand the past by focusing on recalling an event that happened 'yesterday' and using the correct vocabulary. • Children to sequence events as a class while discussing what is happening. 	<ul style="list-style-type: none"> • Take and print photographs of an event the children have taken part in e.g. a walk to the park. Children to work as a group with the teacher to then order

Key vocabulary

- Past
- Yesterday
- Memory
- Then
- Now
- History

- the photographs of the different stages of the event in order the next day while talking about what happened that day.
- Children could draw a photo of what they did yesterday. It might be beneficial to do this activity mid week so that teachers can provide accurate support with reminding them what they had done yesterday.

Common misconceptions

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

Books linking to this area

- What a day - Emma Ballantine
- Looking for yesterday - Alison Jay
- The memory tree - Britta Teckentrup

Memorable first hand experiences

- Children to sequence photographs of an event they went on e.g. a walk around town.

Opportunities for communication

- Children to use photographs and drawing opportunities to then recall an event verbally.

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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>