

	<p>Year group: Reception</p>	<p>Area/topic: Marvellous Me (Autumn 1)</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p>Understanding the world:</p>		
<ul style="list-style-type: none"> <li>• Comments on images of familiar situations from the past (nursery-reception).</li> </ul>		
<p>ELG:</p>		
<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• Children in nursery would have looked at pictures of themselves change from a baby to a child and discuss what changes have happened to them e.g. their hair has grown, they have grown bigger.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will begin to explore the concept of 'change' in more depth when learning about historical events in Year 1.</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>• Understanding what the past is using vocabulary 'yesterday', 'last week' and 'last year'.</li> <li>• Children to be able to say how they have changed since Reception.</li> <li>• Children to be able to explain what has changed in their life (e.g. new teacher, new classroom, new friends).</li> <li>• Children to be able to discuss familiar situations from the past (nursery-reception or events during summer holidays).</li> <li>• Understanding that the past has happened and is not currently happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to look at some of their memories from nursery and discuss them.</li> <li>• Children to look at photographs of them from nursery and them now and discuss how they have changed.</li> </ul>

## Key vocabulary

- Past
- Old
- New
- Photographs
- Memory/memories
- Same
- Different
- Change
- Yesterday
- Last week
- Last year

- Children to bring in photographs of things they did during the summer holidays and discuss them - understanding that these events happened in the past.

## 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

- Lulu loves Nursery - Camilla Reid
- Here comes the babies - Catherine Anholt
- Once there were giants - Martin Waddell

## Memorable first hand experiences

- Children to bring in photographs and images from home.
- Use Tapestry to find old memories.

## Opportunities for communication

- Lots of discussion about the past and changes using photographs and images as a prompt.
- Listening to and discussing stories.

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