

	<p>Year group: Reception</p>	<p>Area/topic: Towns (Summer 2)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>ELG: Understanding the world/Past and Present:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now. • Understand the past through settings. 	

<p>Prior learning</p>	<p>Future learning</p>
<ul style="list-style-type: none"> • We are still building on children's awareness of 'past' (old) and 'present' (new) and therefore children will build on the work they have done surrounding these words in their previous topics such as toys. • Within their toy unit during Spring 2 the children practiced sorting and ordering artefacts based on past and present - the children can then build on this using photographs and towns - some familiar and some less so. 	<ul style="list-style-type: none"> • Children will continue to explore chronology in Year 1 and Year 2 when they order events so beginning to understand timelines will support the children with this.

<p>What pupils need to know or do to be secure</p>	
<p>Key knowledge and skills</p>	<p>Possible evidence</p>
<ul style="list-style-type: none"> • Children to discuss their local town - what buildings do we have. • Children to be able to talk about their favourite places in towns. • Children to understand the vocabulary 'old' and 'new' and use them when discussing the buildings in Dereham. 	<ul style="list-style-type: none"> • Talk about some of their favourite places in the community and why.

- Children to understand how Dereham has changed over time by using photographs. Children to consider the buildings and jobs within the town.
- Children to look at photos of very old towns from the past such as an Anglo Saxon village and discuss what is the same and what is different.
- Children to continue to explore the word 'timeline' by ordering photographs of towns.

Key vocabulary

- Now - Today
- Past -
- Timeline - A line with events on.
- Order
- Sam
- Different
- Town
- Old
- New
- Building
- Stone
- Brick
- Straw
- Wood

- Children could go on a local walk around town to look at the different buildings and discuss which buildings are older than others e.g. The church is older than Boots.
- Children could look at photos of Dereham from the past and present - there are lots of old photographs online of Dereham in the past.
- Children to look at photographs of towns a long time ago and compare what's different about the buildings and what's in the town that has changed. E.g. could look at Anglo Saxon villages and compare to Dereham.
- Children to have the opportunities to ask questions about the old photographs and different towns from the past.
- Explore different jobs in the town and how they have changed e.g. less people being farmers.

	<ul style="list-style-type: none"> • Children to create a timeline where they order photographs of towns - teach children that often black and white photos show that they were taken a long time ago.
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<ul style="list-style-type: none"> • Dereham has always looked the same because it is all the children can remember. 	<ul style="list-style-type: none"> • Peek inside - The town • The spaces in between - Jaspreet Kaur & Manjit Thapp • Peek through - Around town Where will we go? - Zoe Waring
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<ul style="list-style-type: none"> • Children could go on a local walk around Dereham looking at the buildings and discussing which ones look old and which ones look new. • Children to look at photographs of Dereham from the past (can be found online), as well as photographs of towns from the past. 	<ul style="list-style-type: none"> • Children will be given the opportunity to discuss what they know about their own town. Children can then build on this by discussing what they like best in their local community. • Children to look at photographs and discuss what they see and ask questions about the images.

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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>