

	<p>Year group: Nursery</p>	<p>Area/topic: My home (Autumn 1)</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Describe the daily weather patterns.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Know where they live.</li> <li>Describe the location of their house in simple sentences.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Describe their home, and name different areas in their house.</li> </ul> <p><b>Enquiry and geographical skills</b></p> <ul style="list-style-type: none"> <li>Follow directions related to movement.</li> </ul>		

<p>Prior learning</p>	<p>Future learning</p>
<ul style="list-style-type: none"> <li>Children should be able to recognise their own home. Children should be able to name some things they have in their home, and name family members and any pets.</li> <li>Children may know the words 'sun' and 'rain' and be able to say whether the sun is out or it is raining.</li> </ul>	<p>National Curriculum Objectives- EYFS framework</p> <p><b>Enquiry and Geographical skills</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities)</li> <li>Use the school area for exploring the built environment.</li> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>

## Human and Physical

- Describe the daily weather and weather patterns.

### What pupils need to know or do to be secure

#### Key knowledge and skills

- Children will be able to describe their home in simple terms/sentences. They will be able to name different areas in their house. They will be able to answer some simple questions about their home life, e.g. 'I have a dog.'
- Children should be able to use single words to describe the weather, using vocabulary taught.
- Children should be able to respond to verbal instructions related to movement, in their daily classroom activities/ transitions.

#### Key vocabulary

- House
- Home
- Room
- Kitchen
- Bedroom
- Toilet.
- Sun
- Rain
- Cloud
- Hot
- Cold.
- Sit
- Stand
- Walk
- Up
- Down

#### Possible evidence

- Children could create their home in the small world area.
- Children could build their home using construction materials.
- Children could share pictures of their home with the class and talk about them.
- Children could draw pictures of their home.
- Children can use role play area to act out different situations in their home- e.g. cooking in the kitchen, sleeping in the bedroom.
- Children can create their home in outdoor area, e.g. using big bricks.
- Children can role-play in mud kitchen.

	<ul style="list-style-type: none"> <li>• Children will describe and match weather to symbols in maths meetings.</li> <li>• Teacher can use own judgement to consider if children can listen to and follow instructions related to movement.</li> </ul>
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<ul style="list-style-type: none"> <li>• Children may not understand that everyone's home is different- they do not have all of the same things.</li> <li>• Children may confuse the names of different areas in their house.</li> </ul>	<ul style="list-style-type: none"> <li>• Home- Carson Ellis</li> <li>• Peace at last- Jill Murphy</li> </ul>
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<ul style="list-style-type: none"> <li>• Children could present and talk about pictures of their home and family. Staff could also share photos of their home, and class could discuss them.</li> </ul>	<ul style="list-style-type: none"> <li>• Children could present and talk about pictures of their home and family. Staff could also share photos of their home, and class could discuss them.</li> </ul>

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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>• Pre-teaching of important geographical vocabulary/concepts.</li><li>• Children could be given pictures/symbols for directions, to support giving and following directions.</li><li>• Picture exchange system could be used to help give directions/instructions.</li><li>• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.</li></ul>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><li>• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.</li><li>• Pre-teaching of important geographical vocabulary/concepts.</li><li>• Simplified maps of the key points/features could be used.</li><li>• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.</li></ul>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"><li>• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.</li><li>• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.</li><li>• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.</li><li>• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.</li></ul>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none"><li>• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.</li><li>• Enlarge maps to ensure they are easier to read/look at.</li><li>• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.</li></ul>