

	<p>Year group: Nursery</p>	<p>Area/topic: Humans</p>
<p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> *Use all their senses in hands-on exploration of natural materials. *Begin to make sense of their own life-story and family's history. *Understand the key features of the life cycle of a plant and an animal. 		

Prior learning	Future learning
<ul style="list-style-type: none"> *Explore natural materials, indoors and outside. (Birth to three) *Make connections between the features of their family and other families. (Birth to three) *Notice differences between people. (Birth to three) 	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. (Reception) *Name and describe people who are familiar to them. (Reception) *Describe what they see, hear and feel whilst outside. (Reception) *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

Working scientifically & encouraging scientific enquiry
<p>Classification & identification</p> <ul style="list-style-type: none"> *Sort images of humans according to their age. *Sort using different senses. Which do you like/not like? <p>Observing over time</p> <ul style="list-style-type: none"> *How does a baby change over time? <p>Research using secondary sources</p> <ul style="list-style-type: none"> *Find out about the human life-cycle from an expectant mother, parent with a baby and elderly person.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be taught to:</p> <ul style="list-style-type: none"> - With support, to be aware of their own hygiene through learning to use the toilet and washing their hands (A1) - With support, learn to put on their own coat, shoes or wellies (A1) 	<ul style="list-style-type: none"> *Children can talk about how they have changed since they were babies. *Children can describe humans at different

- Interact with new people with support (A1)
- Recognise the people who are part of their family (A1)
- Understand that people have names, learn their own name and the names of others (A1)
- Begin to discuss and share their likes through what they eat, play etc. (A1)
- Share nursery equipment with others, with support (A1)
- Be supported to make friends and interact with others (A1)
- Name and point to their own body parts e.g. through songs such as head, shoulders, knees and toes (A1)
- Build friendships with support. Children will be taught to use their speech to interact with others and to play collaboratively. (A1)
- With support, express their own ideas and opinions. (A1)
- With support, recognise that everyone is different (A1)
- With support, be encouraged to use language to share needs and feelings. (A1)
- Begin to independently express their own ideas and opinions. (Spr2)
- Independently recognise the differences of others (Spr2)
- Independently use language to share their needs and feelings. (Spr2)
- With support, listen to the opinions of others. (A1 & Spr2)
- Approach and ask adults for help when needed. (Spr2)
- Independently listen to the ideas and opinions of others and respond. (Spr2)
- Begin to recognise danger and ask adults for help (Spr2)
- *Be aware of their own hygiene through learning to use the toilet and washing their hands (Spr 2)

ages/life stages.

*Children can talk about how they look after themselves and compare this to how a baby is looked after.

*Children can compare smells, sounds, tastes and textures.

*Children can talk about what they see when using a magnifying glass or an app on a tablet.

*Children can talk about how they use their senses when exploring the world around them and natural objects

Key vocabulary

Boy, girl, head, arms, legs, hands, feet, eyes, nose, mouth, ears, teeth, fingers, toes, hair, family, brother, sister, mum, dad, baby, grow, change.

Common misconceptions

Some children may think:

*babies are in a mummy's stomach.

*that everyone is the same.

*everyone grows and changes at the same rate.

*growth and changes happen in both directions on a timeline.

Books linking to this area

*My Mum and Dad Make Me Laugh by Nick Sharratt

*My Grandpa by Marta Altés

*I Want My Potty! by Tony Ross

*How Do Your Senses Work? by Judy Tatchell

*Why should I brush my teeth? (Usborne lift the flap)

*Going to the dentist (Usborne first-hand experience)

*My skin, your skin by Laura Henry-Allain

*You, me and our whole wide world by Bridget Marzo

*I really want to share by Simon Philip

Memorable first hand experiences

Opportunities for communication

- *A visit from somebody with a baby.
- *Children sharing their own photos of themselves as a baby and of their families.
- *Exploring objects using their senses (feely pots, smelling pots, listening pots etc.)
- *Going on a sound walk.

- *Talking about senses whilst learning and exploring, encouraging children to share what they can feel, hear, smell, taste and touch.
- *Children could share their own photos of family or themselves and discuss.
- *Children to talk about how they look after their own health and hygiene.
- *Playing a guessing game where children describe an object or a sound or something they smell or taste.

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Reasonable adjustments for pupils with SEND

Communication and Interaction

- *Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.
- *Freedom to explore scientific equipment and investigate in own way.
- *Hands on experiences to encourage communication and interaction with others.
- *Pre teaching any new vocabulary.

Cognition and Learning

- *Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.
- *Freedom to explore scientific equipment and processes.
- *Pre teaching new vocabulary or concepts.
- *Activities adapted if needed for safety and ease.
- *Visual aids, pictures of equipment, mats with key words and pictures
- *Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.
- *Using working walls to aid learning and remind of previous learning.

Social, Emotional and Mental health

- *Awareness of individual needs, any potential triggers within the curriculum and the child's background.
- *Pre prepare children for any activity they could find triggering or difficult in some way.
- *Practical activities or experiments to be completed within a smaller group or 1:1 if needed.
- *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.
- *Adjustments made where needed to suit individual.

Sensory and Physical

- *Adult support with any practical activities.
- *Awareness of the individual's likes or dislikes and their own reactions to sensory activities.
- *If a child enjoys sensory activities, then plan for this wherever possible within the lesson.