

	<p>Year group: Nursery - Spring 1</p>	<p>Area/topic: Dreams and Goals</p>
<p>(objectives from NC/ELG/Development matters)</p>		
<p>Talk about their feelings using terms such as worried, sad, happy etc. Become increasingly independent in meeting their own needs [washing hands, using the toilet, putting on own coat etc].</p>		

Prior learning	Future learning
<p>Children will have different experiences relating to "having a go" at something they may find challenging. Some children may just be used to having things "done for them".</p>	<p>Children will learn to express own needs and express their own ideas. Children will learn to "have a go" on their own rather than totally relying on an adult. Children will begin to learn "resilience" and to accept that sometimes they may have to "practise" and work at something before they are successful.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Outcome: My Future</p>	<p>Tapestry observations</p>

School Value: Hope/ Courage

Philosophical Question: What would you like to be when you are older?

I can talk about things that I find easy or hard to do for myself.
I am beginning to understand that everyone is different -things that are easy for me might be hard for someone else and vice versa.

I understand that trying is important and "the more I try, the better I get".

I can talk about something I would like to be able to do at some point in the future but recognise that "I can't do it yet, but soon I will be able to do this -if I try my best".

Adults modelling social language in activities with children.

Adults modelling sharing/taking turns.

Key vocabulary

same/different/special

hard/easy

challenge

dream/goal

Common misconceptions

At this age, children may find it hard to look at things from another point of view [three/four year olds are naturally egocentric].

Some children may find it hard to accept that people are different and have different strengths and weaknesses.

Books linking to this area

The Koala who could

Memorable first hand experiences	Opportunities for communication
<p>Growing beans/seeds; so children see that things take time</p> <p>Butterflies/ladybirds hatch and grow</p> <p>Being proud of something I persevered and achieved [ie; putting on my coat and doing it up, colouring inside the lines, putting on my boots etc].</p>	<ul style="list-style-type: none">• activities/games that encourage social co operation and turn taking• singing songs together• encouraging children to help eachother and be kind to eachother ["Kindness tree" display or similar].

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none">social storiesreal life experiencessongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them	<p>Sensory and Physical</p> <ul style="list-style-type: none">explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]