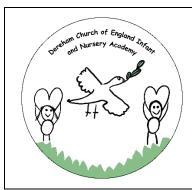
the toilet, putting on own coat etc].



Year group: Nursery - Spring IArea/topic: Dreams and Goals(objectives from NC/ELG/Development matters)Talk about their feelings using terms such as worried, sad, happy etc.Become increasingly independent in meeting their own needs [ washing hands, using

Prior learning	Future learning
Children will have different experiences relating to	Children will learn to express own needs and
"having a go" at something they may find	express their own ideas.
challenging. Some children may just be used to	Children will learn to "have a go" on their own
having things "done for them".	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.

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

School Value: Hope/ Courage Philosophical Question: What would you like to be I can talk about things that I find easy or hard x I am beginning to understand that everyone is different to understand that everyone is different for someone else and x I understand that trying is important and "the more get". I can talk about something I would like to be able in the future but recognize that "I equ't do it ust	Adults modelling social language in activities with children. Adults modelling sharing/taking turns.	
in the future but recognise that "I can't do it yet, . able to do this –if I try my best".		
Key vocabulary		
same/different/special		
hard/easy		
challenge		
dream/goal		
Common misconceptions	Books linking to this	area
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.	The Koala who could	

Memorable first hand experiences	Opportunities for communication
Growing beans/seeds; so children see that things take time Butterflies/ladybirds hatch and grow 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].	<ul> <li>activities/games that encourage social co operation and turn taking</li> <li>singing songs together</li> <li>encouraging children to help eachother and be kind to eachother ["Kindness tree" display or similar].</li> </ul>

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction simplified steps songs/videos smaller groups using puppets "Time to talk" resource [for ASD/children with communication and understanding difficulties].	Cognition and Learning social stories real life experiences songs/videos smaller groups using puppets "Time to talk" resource [for ASD/children with communication and understanding difficulties].
Social, Emotional and Mental health Visual/practical activities be aware of home life/experiences have a trusted adult to talk to them	Sensory and Physical explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]