

	<p>Year group: Nursery - Summer 1</p>	<p>Area/topic: Relationships</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p>Talk about their feelings using terms such as worried, sad, happy etc. I can talk about my family. I am beginning to play alongside/with other children.</p>		

Prior learning	Future learning
<p>Children will have different experiences involving making friends and being involved with social situations with/without adult carer support. Children will all have a concept of their own family but may not appreciate that there are many different types of families and that their experience may not be the same as other children.</p>	<p>Children will learn to express their own emotions and to be aware of the feelings, wishes and needs of other children. They will begin to develop their understanding of friendship and what it means to be a good friend. They will begin to extend their concept of "family" from being just about their own immediate experience to understanding that there are different types of families.</p>

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

School Value: Love

Philosophical Question: What/Who do you love?

I can tell you about my family

I can explain what being lonely feels like

I can begin to know how to make friends with other children

I can begin to tell a trusted adult if someone upsets me and begin to deal with conflict in an appropriate way [ie; by saying "stop it, I don't like it" and then seeking support from an adult if needed rather than hitting etc].

I am beginning to be able to self regulate my emotions with support from adults to know appropriate strategies to use and areas of the classroom where I can go to calm down.

I am beginning to play alongside and then with another child/small group of children.

Adults modelling social language in activities with children.

Adults modelling sharing/taking turns.

Key vocabulary

Sad, happy, angry, lonely, calm, family, friend, share, take turns,

Common misconceptions

Children may not understand that their family may be different to that of other children.
Children may not understand that the feelings, needs and wishes of others are just as important as their own.

Books linking to this area

The squirrels who squabbled

Memorable first hand experiences

Opportunities for communication

Bringing in photos of their family [possibly create a "family tree" showing a photograph of each child's family].

Inviting a special family member in to share an experience with their child [ie; "Fine motor workshop", reading with their child etc].

Circle times

Singing together

- "This is the way we make friends"
<https://youtu.be/AT8qLCmseuE>
- "friends song" <https://youtu.be/ruIT2RfflNk>
- Learn the "Kindosaur" song [see Jane!] and make a Kindosaur display in class showing photos of kind things children do for each other in Nursery.

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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]