

	<p>Year group: Nursery - Summer 2</p>	<p>Area/topic: Changing Me</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p><u>Make sure that "RSHE letter" has been sent out to parents/carers before starting this theme [see AS]</u></p>		
<ul style="list-style-type: none"> -I know that I was once a baby. -I can talk about what it might be like going to school. 		

Prior learning	Future learning
<p>Children may have limited awareness of themselves as having "changed" . They will probably be aware of themselves having once been a baby and that that there are things that babies are dependent on adults to do to care for them. They may have some awareness that there are things they can do now that they couldn't do as babies and that they are bigger [or that their clothes and shoes are bigger].</p>	<p>I can name parts of my body [Ear, eye, knee, foot, finger, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand], and show respect for my body. I can talk about some of the things my body can do and talk about ways in which I can keep my body healthy. I understand that we all start as babies, then grow into children and then adults. I can talk about how I feel about starting school and can talk about some activities I have enjoyed in Nursery this year.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence

Outcome: Mental Health/ Ourselves

School Value: Happiness

Philosophical Question: What/ Who makes you happy?

- I can name parts of my body

Ear, eye, knee, foot, finger, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg

- I can talk about how to keep my body healthy [keeping clean and exercise].
- I know that I was once a baby
- I can talk about how we care for babies and how I can do some things now that I couldn't do when I was a baby.
- I know that babies become children, then adults.
- I can talk about how I feel about starting school in September

I can talk about activities and times I have enjoyed in Nursery/

Tapestry observations
Adults modelling social language in activities with children.

Adults modelling sharing/taking turns.

Key vocabulary

Body parts names

Heart beat, breathe, teeth, clean, toothbrush, wash, sleep, healthy, fruit, vegetables, meat, fish,.

Baby, child, adult.

Change, same, different.

Common misconceptions

Books linking to this area

Children may have limited awareness about how they have changed but know that they were once a baby.

Children may not be aware of the human life cycle and that it is the same for all humans [baby, child, adult].

"Mog and the baby"

Memorable first hand experiences

Visit from a parent with a baby [possibly invite babies of different ages so that children begin to see that babies change too].

Bring photos of themselves as a baby to talk about.

Visit Reception/rest of the school in small groups

Opportunities for communication

Circle times

Singing together

[I've got a body, a very busy body"/"Heads, shoulders knees and toes"/"One finger, one thumb"].

"Growing up song" <https://youtu.be/F5DVGXBosIA>

"When I grow up" song

<https://youtu.be/5rdlXji2jR0>

"Growing up song" <https://youtu.be/pVxOKIXNo0Q>

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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> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>