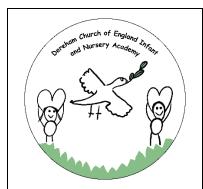
Dereham Church of England Infant and Nursery Academy- PSHE





Year group: Reception – Autumn I Area/topic: Being me in my world

(objectives from NC/ELG/Development matters)

See themselves as a valued individual Build constructive and respectful relationships Express their feelings and consider the feelings of others.

Prior learning	Future learning
Learning the expectations/rules/routines of Nursery/pre school Learning names of children and adults in Nursery/pre school Engaging with familiar adults at home Behaviour expectations and routines at home.	I can form relationships with children and adults in my new class. I can follow routines and behaviour expectations in my new class.

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
Outcome: New Starts	 Child using name for child/adult 	

School Value: Friendship

Philosophical Question: What makes a good friend?

I know children's and adults names in my class
I can follow routines with initially with support and then
independently.

I can understand behaviour expectations in my new class.

 Child following daily routines with support and then independently,
 Child showing they know carpet rules etc.

Key vocabulary

Children's names

Adult titles [Miss/Mrs etc].

Common misconcentions

Setting area names [ie; role play, book corner etc].

Names for times of day [ie; snack time, lunch time, outdoor time etc].

Names for different timetabled sessions [ie; maths, Phonics, etc].

Growth Mindset vocabulary specific to that year group [dinosaurs? Phrases used in class etc].

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•	Using wrong titles for adults	
•	Significantly states for statement	

- Not realising that it is important to use someone's name.
- Children not knowing their name [ie; nickname used at home].

Books linking to this area

Starting School

 Not understanding that they need to wait for attention from an adult. Not realising that sometimes they need to try to do something for themselves first. Not understanding transitions. 	
Memorable first hand experiences	Opportunities for communication
 Meeting teacher/friends Separating from parent/carer Everything is a first time expedrience [ie; lunchtime, playtime, assembly etc]. Having parents/carers visit for specific times/events in Nursery. 	 During carpet times [name games, talking times, talking boxes, lining up, during music etc]. Using puppets [this will add new opportunities and often shyer children will talk to a puppet].

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]