

	<p>Year group: Reception - Autumn 1</p>	<p>Area/topic: Being me in my world</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>See themselves as a valued individual Build constructive and respectful relationships Express their feelings and consider the feelings of others.</p>		

Prior learning	Future learning
<p>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.</p>	<p>I can form relationships with children and adults in my new class. I can follow routines and behaviour expectations in my new class.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Outcome: New Starts</p>	<ul style="list-style-type: none"> 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].
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].

Common misconceptions

- Using wrong titles for adults
- 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

- Meeting teacher/friends
- Separating from parent/carer
- Everything is a first time experience [ie; lunchtime, playtime, assembly etc].

Having parents/carers visit for specific times/events in Nursery.

Opportunities for communication

- During carpet times [name games, talking times, talking boxes, lining up, during music etc].
- Using puppets [this will add new opportunities and often shy children will talk to a puppet].

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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>