

	<p>Year group: Reception - Autumn 2</p>	<p>Area/topic: Celebrating Difference</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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>		

<p>Prior learning</p>	<p>Future learning</p>
<p>Children will have to learn what it is like to be in a situation with lots of children of their own age who may have different needs, interests etc to them. Children will learn to express own needs. Children will learn to “have a go” on their own rather than totally relying on an adult.</p>	<ul style="list-style-type: none"> • Children will learn how they are the same/different to other children in their class [appearance, families, likes/dislikes]. • Children will learn how to play collaboratively [sharing, negotiating in their play etc]. • Children will learn how to be a good friend and how to make friends • Children will learn what bullying is, why it is wrong and how to include others in their play.

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: Trusted Adults, Families, Community, Appreciation, Comparing

School Value: Trust

Philosophical Question: Why do people tell lies?

I can say how I am the same/different to other children in my class.

I know that we are all different and all special

I can explain how I can be a good friend and see qualities of friendship in other children [why I like my friend].

I know what bullying is and why it is not acceptable at our school [or ever!].

photos of children sharing/taking turns

observations of children playing/social skills

Key vocabulary

like/don't like

same/different

friend

bully/bullying

words for behaviours [sharing, kind, taking turns, etc].

Common misconceptions

That everyone has the same likes/dislikes as they do.

That their needs/wants are more important than everyone else's.

Books linking to this area

I'm the best.

Sharing a Shell

That someone not "doing as I want" means that they are being unkind.

Memorable first hand experiences

Playing together in small groups supported by an adult [modelling social behaviour].

Having a "Kindness tree" or similar display so teacher/TA can praise specifically the types of behaviour we want to see.

Opportunities for communication

photos of children sharing/taking turns

observations of children playing/social skills

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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>