

	<p>Year group: Reception - Spring 1</p>	<p>Area/topic: Dreams and Goals</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"> <li>• Children will learn how they are the same/different to other children in their class</li> <li>• Children will begin to recognise that everyone has different strengths - something that is easy for them might be hard for someone else.</li> <li>• Children will learn that trying your best is important and that persevering is necessary to learning.</li> </ul>

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p>Outcome: My Future, Resilience</p> <p>School Value: Hope / Courage</p> <p>Philosophical Question: What does it mean to be brave?</p> <p>I can talk about something I cannot do now but would like to be able to do in the future.</p> <p>I know that everyone is different and that we are all valued and special.</p> <p>I recognise that some activities I want to do cannot be done until I am older [driving a car!]</p> <p>I know that "the more I try, the better I get."</p> <p>I can explain what I might do/how others can support me when faced with a challenge.</p> <p>I can celebrate my own achievements and celebrate those of other children.</p>	<p>photos of children sharing/taking turns</p> <p>observations of children playing/social skills</p>
<b>Key vocabulary</b>	
<p>Dreams/goals</p> <p>Challenges</p> <p>Perseverance</p> <p>Resilience</p> <p>Effort</p>	
Common misconceptions	Books linking to this area

<p>That everyone has the same abilities/strengths that they do.</p> <p>That if something is a challenge, it means it is "too hard" so they either don't need to try or someone else will do it for them.</p> <p>That everything should be easy!</p>	<p>Worry Boots.</p> <p>Drama Llama</p>
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<p>Encourage children to set a goal [something that can be measured; such as doing up my coat, riding a bike, writing my name, cutting out on the line with scissors etc]. Display targets on the PSHE board [target board, hands with target written on, photo of face with speech bubble]. Award medals/prizes for attaining their goal. Parents could support at home and comment on Tapestry. This could be shared in class.</p>	<p>Circle Time</p> <p>Drama</p> <p>Role playing stories</p> <p>Singing songs/saying rhymes</p>

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none"><li>simplified steps</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <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"><li>social stories</li><li>real life experiences</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <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"><li>Visual/practical activities</li><li>be aware of home life/experiences</li><li>have a trusted adult to talk to them</li></ul>	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>