

	<p>Year group: Reception - Summer 1</p>	<p>Area/topic: Relationships</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p>Children will be able to;</p> <p>I can talk about people in my family and I know that not all families are the same.</p> <p>I can talk about how I can be a good friend.</p>		

<p>Prior learning</p>	<p>Future learning</p>
<p>Children can express their own emotions and are beginning to be aware of the feelings, wishes and needs of other children. They are developing their understanding of friendship and what it means to be a good friend. They are developing their concept of "family" from being just about their own immediate experience to understanding that there are different types of families.</p>	<p>Children will be able to talk about their family and will be aware that not all families are the same as their own family. Adults will model and support children to be sensitive to these differences.</p> <p>Children will be aware of the attributes they like in their friends and begin to reflect on how they can show these attributes in their own friendships. They will become more able to play and work in groups and becoming aware how to share, take turns, listen and communicate with other children whilst undertaking such activities [they will need adult support and modelling to help them develop these skills].</p>

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: Feelings, Emotions, Mental Health

School Value: Love

Philosophical Question: What makes you happy?

I can identify some of the jobs I do and how I show that I belong and care for members of my family.

I know how to make friends and can say how I would help myself or someone else who is lonely.

I can think of ways to solve problems and deal with conflict so that I can stay friends with someone.

I am beginning to understand the impact of unkind words.

I am beginning to be able to regulate my emotions and can use areas of my classroom that help me to have calm down time if I need it.

I can explain and show how I can be a good friend.

Quotes from discussion
Pictures drawn by children with quotes
Photos and quotes taken during continuous provision.

Key vocabulary

Emotions, lonely, calm, family, school family, conflict, disagreement, quarrel, friendship,

Common misconceptions

Children may not understand that friends can be shared - that having lots of friends is important

Books linking to this area

"Don't touch Doug"

and that we need to get along as part of a school family.	
Memorable first hand experiences	Opportunities for communication
<p>Inviting family members in to read/share children's work.</p> <p>Using the Kindosaur dinosaur and song to draw attention to positive attributes of friendship during the school day.</p>	<p>Circle time discussion</p> <p>During continuous provision</p> <p>During drama activities</p> <p>Singing together</p> <p>Songs</p> <p>"We are family" Jack Hartman https://youtu.be/foptl0BeXnY</p> <p>"Be a super hero" Jack Hartman https://youtu.be/zcFa5TxqGK0</p> <p>"The more we get together" https://youtu.be/SpzLA-wI8s</p>

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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> <ul style="list-style-type: none">explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]