

	<p>Year group: Year 1 - Summer 2</p>	<p>Area/topic: Changing Me</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p><b>Before starting this theme, make sure that the RSHE letter has been sent home to parents/carers -see AS].</b></p>		
<ul style="list-style-type: none"> <li>-I am starting to understand the life cycles of humans and animals.</li> <li>-I can identify the parts of the body that make boys different to girls.</li> <li>-I understand that some of my body parts are private.</li> </ul>		

Prior learning	Future learning
<p>I can name parts of my body []. I can explain that we all start as babies and talk about some of the things I can do/ways that I have changed since I was once a baby. I know that we grow from babies to adults. I can talk about my memories of being in pre school/Nursery and what I have enjoyed about being in Reception this year. I can ask questions and express my feelings about moving into Year 1 in September.</p>	<p>I am starting to understand the life cycles of animals and humans. I know that my body will change as I get older and that this change is ok. I know that everyone grows and changes at different rates. I can talk about some things about me that have changed and some things that have stayed the same. I can identify the parts of the body that make boys different to girls [penis, testicles, vagina, vulva, anus]. I respect my body and know which parts are private. I know that as I learn i will change as my body continues to develop and change. I can talk about changes that have happened in my life and changes that will happen soon [going to Year 2]. I can talk about who I can talk to if I am worried about changes and can explain ways in which I can help myself to cope with changes.</p>

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: Ourselves, My Body, Growing, Changing

School Value: Happiness and Courage

Philosophical Question: What does it mean to grow up?

I know that my body changes as I grow.

I can talk about some of the life cycles of different animals

I can talk about which things about me have changed and which things have stayed the same.

I can talk about how my body has changed since I was a baby.

I know that growing up is natural and that everybody develops at different rates.

I can identify the parts of bodies that make girls different from boys [penis, vagina, testicles, vulva].

I know which parts of my body are private.

I know that each time I learn something new, I change a little bit.

I can talk about some of the changes that have happened in my life.

I can talk about some ways that I find helpful to cope with change.

Observing children when faced with a challenge.

Observing children when they are given a partner task.

Talking to children about what might help them/how they could help themselves.

Role play/drama

Philosophy

During discussion

Key vocabulary

Penis, vagina, anus, vulva, testicles

<p>Private parts Develop Life cycle related vocabulary</p>	
<p><b>Common misconceptions</b></p>	<p><b>Books linking to this area</b></p>
<p>Children may think they can stop bodies from changing or that all bodies develop at the same rate.</p>	<p>"Once there were giants" Life Cycle information books relating to the life cycles being studied. Wherever you go</p>
<p><b>Memorable first hand experiences</b></p>	<p><b>Opportunities for communication</b></p>
<p>Making memory books/displays</p> <p>Having a life cycle box [ladybirds, butterfly, hen eggs etc] and charting their growth.</p> <p>Planting seeds and charting their growth.</p> <p>"A recipe to help me grow!" [write a class poem, perform it with actions].</p>	<ul style="list-style-type: none"> <li>• During discussion [whole class or small group]</li> <li>• During "Philosophy"</li> <li>• During drama</li> <li>• When planning and working in teams</li> <li>• Planning and working with a partner</li> </ul>

Dereham Church of England Infant and Nursery Academy

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>