

	<p>Year group: Year 2 - Autumn 1</p>	<p>Area/topic: Being Me In My World</p>
<p>(objectives from NC/ELG/Development matters)</p>		
<p>I understand the rights and responsibilities of being a member of my class.                  I know how to make my class a safe space where everyone can learn.                  I know that my views are valued and can help me keep my class rules.                  I know the choices that I make can have consequences.                  I can name/recognise emotions in myself and in others.</p>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>children will have learnt routines/behaviour expectations in Reception/Year 1 but there may be new routines/expectations in Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Learning names of children/adults in their class</li> <li>there may be new routines/expectations in Year 2</li> <li>Classroom environment may look different - children will need to know where resources are kept and how equipment/areas are used.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Outcome: New starts, rights to learn, caring for others, community</p>	<p>rule display in class</p>

School Value: Friendship

Philosophical Question: What does it mean to be fair?  
What is a right?

- Children will need to know behaviour expectations and rules in their new class
- Children will need to become familiar with aspects of their school day that may look different in Year 2 to how it was in Year 1.
- Children will need to know how they appropriately answer and express opinions in whole class sessions.
- Children will need to know how to use new equipment and manage new formats for lessons etc/toilet/ etc.

Growth mindset display.

children helping to create a "calm area" and talking about what helps them to feel calm.

### Key vocabulary

Children's names

Adult titles [Miss/Mrs etc].

Setting area names [ie; role play, book corner etc].

Names for lessons [ie; science, history, geography etc].

### Common misconceptions

- Not realising that sometimes they need to try to do something for themselves first.
- Not understanding transitions

### Books linking to this area

The huge bag of worries by Virginia Ironside  
All the ways to be smart

### Memorable first hand experiences

- Meeting teacher/friends
- Planning a class assembly

### Opportunities for communication

- Making/planning areas for the class room such as "calm corner" etc.
- Having parents/carers visit for specific times/events in Year 2

- During carpet times [name games, talking times, 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"><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> <ul style="list-style-type: none"><li>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</li></ul>