


## Dereham Church Infant and Nursery School- History

	Year group: Nursery	Area/topic: How have you changed since being a baby? (Autumn 1)
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	

Prior learning	Future learning
<p>Children might have already looked at photos and videos of themselves at home.</p> <p>Children would have experienced celebrations such as birthdays.</p>	<p>In Summer 1, the children will go on to talk about how they have changed from the start of Nursery.</p> <p>In Reception, the children will revisit the concept of changes within themselves during their 'marvellous me' unit and discuss what changes they have just gone through.</p>

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
<ul style="list-style-type: none"> <li>• Children to be able to point to what has changed since being a baby to now.</li> <li>• Children to say what has changed in simple forms.</li> <li>• Children to identify what has changed in skills and likes/dislikes. E.g. they can walk now, use toilet now.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to bring in photos of them as a baby.</li> <li>• Children to look at themselves in a mirror and say/point to what they see.</li> </ul>	
Key vocabulary		
<ul style="list-style-type: none"> <li>• <b>Baby</b> - A very young child.</li> <li>• <b>Little</b></li> <li>• <b>Big</b></li> <li>• <b>Small</b></li> </ul>		

<ul style="list-style-type: none"> <li>• <i>Taller</i></li> <li>• <i>Longer</i></li> <li>• <i>Grow</i></li> </ul>		
<i>Common misconceptions</i>	<i>Books linking to this area</i>	
<ul style="list-style-type: none"> <li>• <i>Children may find it difficult to visualise the adults have been babies too.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I'm growing great - Mechal Renee Roe</i></li> <li>• <i>The birthday invitation - Lucy Rowland</i></li> <li>• <i>Once there were Giants - Martin Waddell</i></li> <li>• <i>The Growing story - Ruth Krauss</i></li> <li>• <i>Titch - Pat Hutchins</i></li> <li>• <i>The new baby - Sarah Shaffi &amp; Isabel Otler</i></li> </ul>	
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>	
<ul style="list-style-type: none"> <li>• <i>Parents/carers could come in to share the photographs with the children.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children to be invited to discuss how they have changed since being a baby.</i></li> </ul>	

## DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none"> <li>• Visual aids</li> <li>• Pre-teaching the vocabulary</li> <li>• Consider alternative ways of recording the information e.g. some could talk, some could draw, some count point.</li> </ul>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none"> <li>• Videos to support understanding and learning</li> <li>• Additional thinking time</li> <li>• Opportunities to verbalise or draw their responses</li> <li>• Consider alternative ways of recording the information e.g. talk tiles</li> <li>• Use a visualiser to enlarge images</li> <li>•</li> </ul>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"> <li>• Now and next boards</li> <li>• Allow a quiet space</li> <li>• Give a special role to increase self esteem</li> <li>• Provide visual support - what to do if you are stuck</li> <li>• Movement breaks</li> </ul>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none"> <li>• Consider carpet space position during input</li> <li>• Reduce background noise</li> <li>• Enlarge images</li> <li>• Consider alternative ways of recording the information</li> </ul>