


Dereham Church Infant and Nursery School- History

	<p>Year group: Nursery</p>	<p>Area/topic: Objects from a baby and how it changes to now (Autumn 2)</p>
	<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 would have discussed how they have changed since being a baby physically e.g. their hair is longer. They can now walk.</p>	<p>Children will continue to discuss how they have changed in Reception.</p>

What pupils need to know or do to be secure	
<p>Key knowledge and skills</p> <ul style="list-style-type: none"> <li>• To name objects they had as a baby.</li> <li>• To name objects they use now.</li> <li>• To know that as we get older we need different objects.</li> <li>• Some to explain why they don't have those objects anymore e.g. I don't have a cot because I'm too big.</li> </ul>	<p>Possible evidence</p> <ul style="list-style-type: none"> <li>• Children could bring in some of their baby objects (if they still have them).</li> <li>• Children could handle objects a baby has and objects a child has e.g. Dummies, milk bottles. Children may find it easier to name these objects when they are in front of them.</li> </ul>
<p>Key vocabulary</p> <ul style="list-style-type: none"> <li>• Baby</li> <li>• Then</li> <li>• Now</li> <li>• Change</li> <li>• Same</li> <li>• Different</li> <li>• Dummy</li> <li>• Nappy/pants/knickers</li> </ul>	

- *Bottle/cup*
- *Cot/bed*
- *Moses basket/bed*

*Any vocabulary that relates to objects the children may have had as a baby and objects they may use now instead.*

<i>Common misconceptions</i>	<i>Books linking to this area</i>
<ul style="list-style-type: none"> <li>• <i>Not every child would have developed at the same rate and some of the children in nursery may still be using nappies or have a dummy so teacher's need to be mindful that children understand that we will have different changes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The boy who cried POO! - Alessandra Requena</i></li> <li>• <i>The baby's catalogue - Janet &amp; Allen Ahlberg</i></li> <li>• <i>The every baby book - Frann Preston-Gannon</i></li> </ul>
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p><i>Provide lots of opportunities for children to become hands on with objects from their past e.g. Dummies, potty etc.</i></p>	<p><i>This unit will involve lots of conversations about how they have changed. They will look at objects they may have had as a baby and discuss what they are.</i></p>

## DCINS Reasonable adjustments for pupils with SEND

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