


# Dereham Church Infant and Nursery School- PSHE

	Year group: Nursery	Area/topic: PSHE [Celebrating Difference]
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>• Showing more confidence in a social situation</li> <li>• Beginning to find solution to conflicts/rivalries/ disagreements with adult support</li> <li>• Talk about their emotions using words such as sad, happy, angry, worried etc.</li> <li>• Begin to understand how others may be feeling</li> </ul>	

Prior learning	Future learning
Children may not have had experience of being in a pre school setting or have had contact with many other children outside a family setting.	<p>Children will have to learn what it is like to be in a situation with lots of children of their own age who may have different needs, interests etc to them.</p> <p>Children will learn to express own needs.</p> <p>Children will learn to “have a go” on their own rather than totally relying on an adult.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I know that we are all different and special.</p> <p>I can share and take turns</p> <p>I can share experiences with other children.</p> <p>I know that sometimes I may need to wait for attention from an adult.</p> <p>I know how to use my words to show how I feel and what I need.</p>	<p>Tapestry observations</p> <p>Adults modelling social language in activities with children.</p> <p>Adults modelling sharing/taking turns.</p>

Key vocabulary		
same/different/special share/take turns		
Common misconceptions	Books linking to this area	
<ul style="list-style-type: none"> <li>• children may not understand that they need to wait, take turns and share.</li> <li>• children may not understand that in a class with lots of other children, adult attention may not come straight away.</li> <li>• children may not realise that they need to use their words to explain what they need or how they are feeling so that adults/children can understand and help them.</li> <li>• children can speak "without a filter" and not understand that this can be hurtful.</li> </ul>	<ul style="list-style-type: none"> <li>• "My best friend"</li> <li>• "Sorry"</li> <li>• "When the teddybears came"</li> </ul>	
Memorable first hand experiences	Opportunities for communication	
Playing a game or joining in an activity together  Talking about themselves and what they like.	<ul style="list-style-type: none"> <li>• activities/games that encourage social co operation and turn taking</li> <li>• singing songs together</li> <li>• encouraging children to help eachother and be kind to eachother ["Kindness tree" display or similar].</li> </ul>	

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>simplified steps songs/videos smaller groups using puppets “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>• activities/games that encourage social co operation and turn taking</li><li>• singing songs together</li><li>• encouraging children to help eachother and be kind to eachother [“Kindness tree” display or similar].</li></ul>
<p>Social, Emotional and Mental health</p> <p>Visual/practical activities be aware of home life/experiences have a trusted adult to talk to them</p>	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>

