


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Year 2</p>	<p>Area/topic: PSHE [Being me in my world]</p>
<p>(Objectives from NC/ELG/Development matters/ 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"> children will have learnt routines/behaviour expectations in Reception/Year 1 but there may be new routines/expectations in Year 2 	<ul style="list-style-type: none"> Learning names of children/adults in their class there may be new routines/expectations in Year 2 Classroom environment may look different - children will need to know where resources are kept and how equipment/areas are used.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> 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. 	<p>rule display in class</p> <p>Growth mindset display.</p>

<ul style="list-style-type: none"> • 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. 	<p>children helping to create a "calm area" and talking about what helps them to feel calm.</p>
<p>Key vocabulary</p>	
<p>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].</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<ul style="list-style-type: none"> • Not realising that sometimes they need to try to do something for themselves first. • Not understanding transitions 	<p>The huge bag of worries by Virginia Ironside All are welcome by Alexandra Penfold Usborne book All about worries and fears Ruby's worry by Tom Percival Ravi's roar by Tom Percival</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<ul style="list-style-type: none"> • Meeting teacher/friends • Planning a class assembly • Making/planning areas for the class room such as "calm corner" etc. • Having parents/carers visit for specific times/events in Year 2 	<ul style="list-style-type: none"> • During carpet times [name games, talking times, etc] • Using puppets [this will add new opportunities and often shy children will talk to a puppet].

--	--

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <ul style="list-style-type: none"><i>simplified steps</i><i>songs/videos</i><i>smaller groups</i><i>using puppets</i>	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><i>social stories</i><i>real life experiences</i><i>drawing on their own experiences</i><i>visual prompt pictures/lists to help with</i><i>remembering tasks</i><i>talking tiles</i>
--	--

Social, Emotional and Mental health

*allowing time for thoughts/ideas
having an awareness of home life/experiences
specific to that child
a trusted adult to talk to
awareness of how other children may impact on
another child's ability to cope/contribute to a
group*

Sensory and Physical

*allow processing time
allow time for calming down if needed
allow ideas to be communicated through
videos/pictures rather than just spoken words or
writing.*