


Dereham Church Infant and Nursery School- PSHE

	Year group: Reception	Area/topic: Being me in my world
	<p>(Objectives from NC/ELG/Development matters)</p> <p>See themselves as a valued individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others.</p>	
	Prior learning	
<p>Learning the expectations/rules/routines of Nursery/pre school</p> <p>Learning names of children and adults in Nursery/pre school</p> <p>Engaging with familiar adults at home</p> <p>Behaviour expectations and routines at home.</p>	<p>Future learning</p> <p>I can form relationships with children and adults in my new class.</p> <p>I can follow routines and behaviour expectations in my new class.</p>	

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
<p>I know children's and adults names in my class</p> <p>I can follow routines with initially with support and then independently.</p> <p>I can understand behaviour expectations in my new class.</p>	<ul style="list-style-type: none"> • Child using name for child/adult • Child following daily routines with support and then independently, 	

Key vocabulary		<ul style="list-style-type: none"> Child showing they know carpet rules etc.
<p>Children's names</p> <p>Adult titles [Miss/Mrs etc].</p> <p>Setting area names [ie; role play, book corner etc].</p> <p>Names for times of day [ie; snack time, lunch time, outdoor time etc].</p> <p>Names for different timetabled sessions [ie; maths, Phonics, etc].</p> <p>Growth Mindset vocabulary specific to that year group [dinosaurs? Phrases used in class etc].</p>		
Common misconceptions	Books linking to this area	
<ul style="list-style-type: none"> Using wrong titles for adults Not realising that it is important to use someone's name. Children not knowing their name [ie; nickname used at home]. Not understanding that they need to wait for attention from an adult. Not realising that sometimes they need to try to do something for themselves first. Not understanding transitions. 	<p>Use "Golden Rules" books and puppets [Jenny Mosley].</p> <p>Good Manners books [I can listen/I can share etc].</p>	
Memorable first hand experiences	Opportunities for communication	
<ul style="list-style-type: none"> Meeting teacher/friends Separating from parent/carer 	<ul style="list-style-type: none"> During carpet times [name games, talking times, talking boxes, lining up, during music etc]. 	

- Everything is a first time experience [ie; lunchtime, playtime, assembly etc].

Having parents/carers visit for specific times/events in Nursery.

- Using puppets [this will add new opportunities and often shy children will talk to a puppet].

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Starting school</p> <p>Having parents/carers visit for specific times/events in school</p>	<p>During carpet times [name games, talking times, talking boxes, lining up, during music etc].</p> <p>Using puppets [this will add new opportunities and often shyer children will talk to a puppet].</p>

Social, Emotional and Mental health

simplified steps

songs/videos

smaller groups

using puppets

“Time to talk” resource [for ASD/children with communication and understanding difficulties].

Sensory and Physical

social stories

real life experiences

drawing on their own experiences