


Dereham Church Infant and Nursery School- History

	Year group: Nursery	Area/topic: Family trees - photos (Spring 1)
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	

Prior learning	Future learning
Children would have looked at photos of themselves as a baby during their Autumn 1 unit.	During Spring 2, the children will discuss the different jobs people in their family have.

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
<ul style="list-style-type: none"> • To know different people in their families. • To be able to discuss members of their family - names, ages, relations (dependant on the child). • To look at photos of their family members and talk about who they are. • Be able to discuss similarities and differences between family members e.g. Understand who the older members of the family and who are the younger members of the family. 	<ul style="list-style-type: none"> • To draw pictures of their parents/carers and then their parents/carers (grandparents) with adult support. 	
Key vocabulary		
<ul style="list-style-type: none"> • Baby • Family • Family tree • Mum • Dad • Grandparents • Grandad/Grandpop 		

<ul style="list-style-type: none"> • Grandma/Nan • Sister/brother 		
Common misconceptions		Books linking to this area
<ul style="list-style-type: none"> • Everyone's family tree is the same. • Everyone has a mummy and daddy. 		<ul style="list-style-type: none"> • Family and me - Michaela Dias-Hayes • Grandad's camper - Harry Woodgave • The family tree - Kate Ferdinand • If all the world were... - Joseph Coetho • I remember - Jeanne Willis • The invisible string - Patrice Karst • Where is my dad? - Ambry L Ivy • Grandads Island - Benji Davies
Memorable first hand experiences		Opportunities for communication
<p>Invite parents in again to help build a family tree using photos with their child OR to help draw a family tree with their child - discussing with them who each person is and how they are related e.g. "Grandma is daddy's dad".</p>		<ul style="list-style-type: none"> • Lots of opportunities to discuss people in their family. • Use photos and drawing opportunities to start conversations about who different people are in their family.

DCINS Reasonable adjustments for pupils with SEND

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