


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Nursery</p>	<p>Area/topic: PSHE [Dreams and Goals]</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Talk about their feelings using terms such as worried, sad, happy etc.</p> <p>Become increasingly independent in meeting their own needs [washing hands, using the toilet, putting on own coat etc].</p>	

Prior learning	Future learning
<p>Children will have different experiences relating to “having a go” at something they may find challenging. Some children may just be used to having things “done for them”.</p>	<p>Children will learn to express own needs and express their own ideas.</p> <p>Children will learn to “have a go” on their own rather than totally relying on an adult.</p> <p>Children will begin to learn “resilience” and to accept that sometimes they may have to “practise” and work at something before they are successful.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I can talk about things that I find easy or hard to do for myself.</p> <p>I am beginning to understand that everyone is different -things that are easy for me might be hard for someone else and vice versa.</p> <p>I understand that trying is important and “the more I try, the better I get”.</p>	<p>Tapestry observations</p> <p>Adults modelling social language in activities with children.</p>

<p>I can talk about something I would like to be able to do at some point in the future but recognise that "I can't do it yet, but soon I will be able to do this -if I try my best".</p>	<p>Adults modelling sharing/taking turns.</p>
<p>Key vocabulary</p>	
<p>same/different/special hard/easy challenge dream/goal</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>At this age, children may find it hard to look at things from another point of view [three/four year olds are naturally egocentric]. Some children may find it hard to accept that people are different and have different strengths and weaknesses.</p>	<p>"The mixed up Chameleon" by Eric Carle "Walter's wonderful web" by Tim Hopgood "The tortoise and the Hare" [fable] "The hugging tree" by Jill Neimark "The koala who could" by Jim Field "I'm the best" by Lucy Cousins "Be brave little penguin" Giles Andreae "Fly tiger, fly" by Rikin Parekh</p> <p><u>Songs</u> Jack Hartman "Keep on trying". And lots of popular songs about trying/never giving up etc.</p>

Memorable first hand experiences

Growing beans/seeds; so children see that things take time

Butterflies/ladybirds hatch and grow

Being proud of something I persevered and achieved [ie; putting on my coat and doing it up, colouring inside the lines, putting on my boots etc].

Opportunities for communication

- activities/games that encourage social co operation and turn taking
- singing songs together
- encouraging children to help each other and be kind to each other ["Kindness tree" display or similar].

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <p><i>simplified steps</i> <i>songs/videos</i> <i>smaller groups</i> <i>using puppets</i></p> <p><i>“Time to talk” resource [for ASD/children with communication and understanding difficulties].</i></p>	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><i>• activities/games that encourage social co operation and turn taking</i><i>• singing songs together</i><i>• encouraging children to help eachother and be kind to eachother [“Kindness tree” display or similar].</i>
<p><i>Social, Emotional and Mental health</i></p> <p><i>Visual/practical activities</i> <i>be aware of home life/experiences</i> <i>have a trusted adult to talk to them</i></p>	<p><i>Sensory and Physical</i></p> <p><i>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</i></p>

