


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Reception</p>	<p>Area/topic: PSHE [Dreams and Goals]</p>
	<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> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	

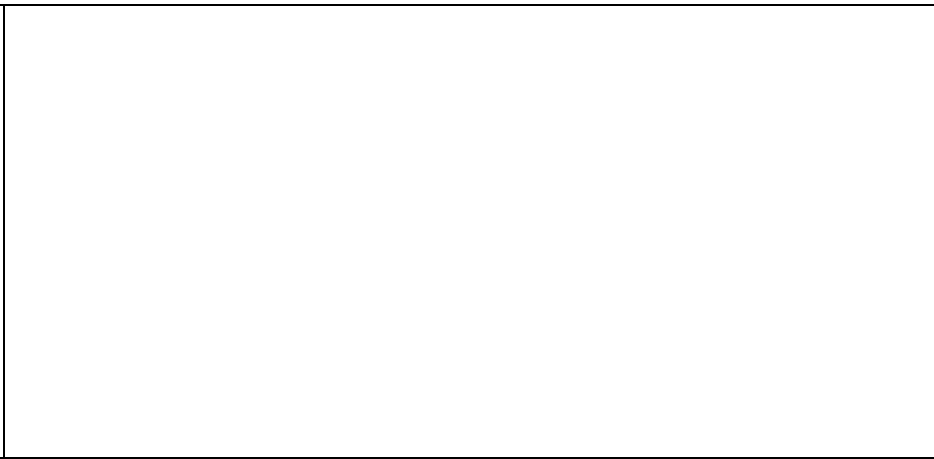
Prior learning	Future learning
<p>Children will have to learn what it is like to be in a situation with lots of children of their own age who may have different needs, interests etc to them.</p> <p>Children will learn to express own needs.</p> <p>Children will learn to "have a go" on their own rather than totally relying on an adult.</p>	<ul style="list-style-type: none"> • Children will learn how they are the same/different to other children in their class • Children will begin to recognise that everyone has different strengths - something that is easy for them might be hard for someone else. • Children will learn that trying your best is important and that persevering is necessary to learning.

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p>I can talk about something I cannot do now but would like to be able to do in the future.</p> <p>I know that everyone is different and that we are all valued and special.</p> <p>I recognise that some activities I want to do cannot be done until I am older [driving a car!]</p> <p>I know that "the more I try, the better I get.</p> <p>I can explain what I might do/how others can support me when faced with a challenge.</p> <p>I can celebrate my own achievements and celebrate those of other children.</p>	<p>photos of children sharing/taking turns</p> <p>observations of children playing/social skills</p>
Key vocabulary	
<p>Dreams/goals</p> <p>Challenges</p> <p>Perseverance</p> <p>Resilience</p> <p>Effort</p>	

Common misconceptions	Books linking to this area
<p>That everyone has the same abilities/strengths that they do.</p> <p>That if something is a challenge, it means it is "too hard" so they either don't need to try or someone else will do it for them.</p> <p>That everything should be easy!</p>	<p>The mixed up Chameleon" by Eric Carle</p> <p>"Walter's wonderful web" by Tim Hopgood</p> <p>"The tortoise and the Hare" [fable]</p> <p>"The hugging tree" by Jill Neimark</p> <p>"The koala who could" by Jim Field</p> <p>"I'm the best" by Lucy Cousins</p> <p>"Be brave little penguin" Giles Andreae</p> <p>"Fly tiger, fly" by Rikin Parekh</p> <p><u>Songs</u></p> <p>Jack Hartman "Keep on trying".</p> <p>And lots of popular songs about trying/never giving up etc.</p>
Memorable first hand experiences	Opportunities for communication
<p>Encourage children to set a goal [something that can be measured; such as doing up my coat, riding a bike, writing my name, cutting out on the line with scissors etc]. Display targets on the PSHE board [target board, hands with target written on, photo of face with speech bubble].</p> <p>Award medals/prizes for attaining their goal.</p>	<p>Circle Time</p> <p>Drama</p> <p>Role playing stories</p> <p>Singing songs/saying rhymes</p>

<p>Parents could support at home and comment on Tapestry. This could be shared in class.</p>	
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DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none">storiesreal life experiencesdrawing on their own experiences
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them	<p>Sensory and Physical</p> <ul style="list-style-type: none">explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]

