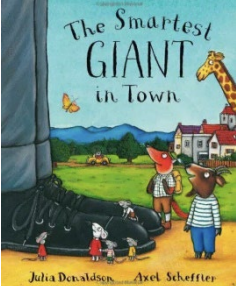
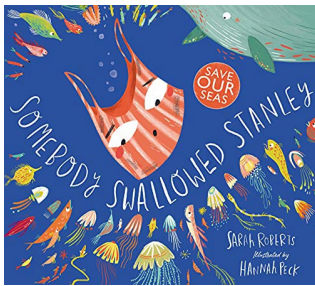






## Unit Plan: How do people help us in the community? (6 weeks)

### Rationale

Pupils start this unit by making links with their Heritage unit from the Autumn term where we looked at the local area. This unit is designed to help children understand the vital role community helpers play in their lives. By exploring various professions, children develop their foundational awareness of the interconnectedness within their community. The unit provides opportunities for hands-on experiences, such as visits from local professionals or engaging in role-playing activities, allowing children to explore and appreciate the diverse contributions of people around them. Through this exploration, social and communication skills are built as children learn to recognise, respect and interact with different community members.

Core Texts	Key Figures	Enrichment
 	   	<ul style="list-style-type: none"> <li>• Local area walk</li> <li>• Fire brigade visit</li> <li>• Police visit</li> <li>• Visit from a nurse</li> </ul>
		Written outcomes
		<ul style="list-style-type: none"> <li>• Thank you note to George the giant</li> <li>• When I grow up...</li> <li>• How can I look after the environment?</li> </ul>
Physical development	Maths (White Rose)	Links to NC areas
<ul style="list-style-type: none"> <li>• Can I combine movements?</li> <li>• Can I use equipment safely?</li> <li>• Can I continue to hold a pencil with a tripod grip?</li> <li>• Can I explore and practise cutting skills with scissors?</li> <li>• Can I manage school routines?</li> </ul>	<ul style="list-style-type: none"> <li>• 4,5,6</li> <li>• Squares and rectangles</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE</li> <li>• Geography</li> <li>• Science</li> </ul>

Unit Sequence of Lessons - How do people help us in the community (6 weeks)				
Week	Area of Learning	Learning Challenge	Outcomes	Adaptive Teaching
1) Winter	Communication and Language	<p>Can I engage in non-fiction books?</p> <p>Can I learn new vocabulary?</p> <p>Can I articulate my ideas and thoughts in well-formed sentences?</p>	<p>Verbal discussion</p> <p>Children's story scribed in writing book.</p>	<p>Sentence stems</p> <p>Children to write initial phonemes/cvc words for their own stories.</p>
	Understanding the World	<p>Can I explore the natural world around me?</p> <p>Can I describe what I see, hear and feel whilst outside?</p> <p>Can I understand the effect of the changing seasons around me?</p>	<p>Senses Winter walk around the school grounds</p>	<p>I can see...</p> <p>I can hear...</p> <p>I can smell...</p> <p>I can feel...</p>
2) The smartest Giant in Town	Communication and Language	<p>Can I listen and engage with a text?</p> <p>Can I articulate my ideas and thoughts in well-formed sentences?</p> <p>How do we help people in our local community?</p> <p>How does the local community help us?</p>	<p>Verbal discussion around main character</p>	<p>Sentence stems</p>
	Literacy	<p>Can I form capital and lower-case letters correctly?</p> <p>Can I spell words by identifying the sounds and writing the sounds with letters?</p>	<p>Thank you note to George the Giant</p>	<p>RWI sound mats</p> <p>Key vocab</p> <p>Adapted proforma</p>
	Understanding the World	<p>Can I talk about members of the local community?</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p>	<p>Local area walk with a focus on shops/businesses in the community -link with heritage unit of local area (Aut 1)</p>	

<p>3) Police/Firefighters</p>	<p>Communication and Language</p> <p>PSED</p> <p>Literacy</p>	<p>Can I listen to a non-fiction text? Can I talk about the text I have heard?</p> <p>Can I see myself as a valuable individual? Can I talk about the different factors that support my overall health and wellbeing? Including: - being a safe pedestrian</p> <p>Can I form capital and lower-case letters correctly? Can I spell words by identifying the sounds and writing the sounds with letters?</p>	<p>Verbal discussion</p> <p>Verbal discussion What impact do I have on the local area?</p> <p>When I grow up I want to be...</p>	<p>Sentence stems</p> <p>Sentence stems</p> <p>Sentence stem Over writing RWI strategies 'Hold a sentence' RWI phoneme frieze</p>
<p>4) Doctors/Nurses/Dentist</p>	<p>Communication and Language</p> <p>PSED</p>	<p>Can I listen to a non-fiction text? Can I talk about the text I have heard?</p> <p>Can I see myself as a valuable individual? Can I talk about the different factors that support my overall health and wellbeing? Including: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Verbal discussion</p> <p>Verbal discussion What impact do I have on the local area?</p>	<p>Sentence stems</p> <p>Sentence stems</p>

5) Vets	Communication and Language	Can I listen to a non-fiction text? Can I talk about the text I have heard?	Verbal discussion	Sentence stems
	PSED	Can I see myself as a valuable individual? Can I talk about the different factors that support my overall health and wellbeing? Including: - looking after the environment -keeping others safe (pets) Can I consider the feelings of others?	Verbal discussion What impact do I have on the local area?	Sentence stems
6) Recycling	Communication and Language	Can I listen to a short story? Can I talk about the story I have heard?	Verbal discussion	Sentence stems
	PSED	Can I see myself as a valuable individual? Can I talk about the different factors that support my overall health and wellbeing? Including: - looking after the environment -keeping my community safe	Verbal discussion What impact do I have on the local area?	Sentence stems
	Literacy	Can I form capital and lower-case letters correctly? Can I spell words by identifying the sounds and writing the sounds with letters?	I can look after the environment by...	Sentence stem Over writing RWI strategies 'Hold a sentence' RWI phoneme frieze