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| **Key stage:** 3 | **Year: 3** | **Term: Spring 2** | | | **Topic: PSHE- Being an active member of the community** | | **Assessment focus: Living in the wider world** | |
| **Objectives:**  Pupils should be taught   * That they belong to various groups and communities such as family and school * about the people who work in their community * about their responsibilities, rights and duties at home, in school and in the environment * what being part of a community means and about the varied institutions that support communities locally and nationally. * To recognise the role of voluntary, community and pressure groups | | | | | | | | **Key words:**  Community, group, family, friends, school, work, charity, volunteer, help, police, ambulance, fire service |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level.**  **These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.** | | | | | | | | **Essential skills and attributes:**  Developing and maintaining a healthy self concept  Valuing and respecting diversity  Strategies for identifying and accessing appropriate help and support.  Self organisation |
| **Low (p3-4)** | | | **Middle (P5-8)** | | | **High (P1+)** | | |
| **Key skills (expected outcomes)** | | | | | | | | |
| * Enjoys the company of a friend * initiates appropriate physical contact * is attentive to everyday sounds * plays alongside peer * Supported turn taking games with a peer * Help put away equipment * attends adult led activity and watches/ interacts with familiar adult when; with another pupil, in class, in assembly, at meal times, in outside activity * recognises familiar people when they approach * looks for familiar adult * greets familiar adult or peer * asks for help with a word or gesture * gives familiar people a name * Enjoys vocal communication with peers * gazes from one speaker to another | | | * Looks at others work * Explores a new environment * helps parents with a task (keenly) * helps adult with a chore * looks for a missing person * asks a peer to join a game/ ask if they can join an activity * takes part in short adult led discussion * Response to other people’s ideas * contribute to a group activity * answers questions about a group activity | | | * helps to keep the classroom tidy * can list the people in the community that help us * relates own experiences to those of others * identify people who work to maintain the environment in local community * identify ways they can maintain their environment * know where to go to obtain help * identify similarities and differences in people's likes and dislikes * Discuss what the group are going to do * make suggestions on what may be done in the group * identify the communities to which they belong * identify some benefits of belonging to a community * identify some positive actions the school can take to help the community e.g. harvest festival, collecting for food banks, litter picking * identify different types of needs in the local community * can list ways they are active citizens in their community | | |
| **Activities** | | | | | | | | |
| At this level pupils should share experiences and interact with staff and other pupils in daily routines, for example, through eye contact, imitation, fun sequences, songs, mealtimes. They should begin to recognise certain people and associate them with particular events, for example, adult helpers for swimming, lunch time staff  Action games/ songs  What’s in the bag?- people who help us  Massage  Sensory stories  Choosing activities/ games/ music  Picture collage of pupils and groups they belong to  looking at photographs of family/ close friends  explore stimuli relating to topic  Visit groups/ facilities in the community | | | * Use symbols photographs to identify different groups- class, family, club- pupils identify who is in their group e.g. name family members * Show and tell type activities- pupils to share objects/ pictures of any groups they belong to * sorting/ matching activities * Circle/ team building games * Exploring props relating to people who help us- identifying uniforms * role play * identify people who can help us * take part in a class project to help in the community (could be school based) | | | * define community * discuss the different groups/ communities they belong to e.g. faith, class, friends and the varying roles within them (friend, pupil, leader) * Pupils to identify a group they belong to, their role within that group and how being a member of that group makes them feel * Pupils to make posters / presentations advertising community group of their choice * Pupils to identify jobs in the community * identify emergency services, give examples of why they might be needed * Identify ways we can contribute to the community- take part in a project to ‘help’ in the community (can be school based) | | |
| **Web links:**  Various community organisations/ charities and facilities have their own websites that can be explored | | | | **Outdoor learning opportunities:**  Visits to community facilities e.g. library | | **Resources:**  People who help us box containing clothing, props, puppets, flash cards and worksheets  Citizenship resource box containing various books | | |