

People and Communities Long Term Plan 2022-2023

Geography History RE Science PSHE

	Objectives from Development matters.	Sticky Knowledge	Activities See Medium term Planning	Question Starter	Key questions
5.9.22	C and L Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. PSED See themselves as a valuable individual. U the W (People and Comm.) Continue developing positive attitudes about the differences between people. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.	I know how I am similar and different to my friends. Key vocab Same Different Unique	We are all special.. Circle time Swap places if you are eg a boy, have brown hair.... Main activity Same and different... Sit with a friend What have got that is the same as? How are you different ? Share with the class. What do you like doing? Is it the same as your friend or different?	 and I have the same We are different because	How are we the same? How are we different? (What makes us special?)
12.9.22	C and L Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. PSED See themselves as a valuable individual. U the W (People and Comm.) Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community.	I know my position in my family. I can use words like older and younger. Key vocab Family Sister Brother Mum Dad (Other family names) Eldest Youngest Older younger	Revisit same/ similar and different, unique. Play circle time game My special family Activities linked to my big book of families. Draw a picture of everyone in their family inc pets.	 lives in my house.	Who lives in your house?
19.9.22	C and L Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. PSED See themselves as a valuable individual. U the W (People and Comm.) Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.	Key vocab Family Sister Brother Mum Dad (Other family names) Eldest Youngest Older younger	Revisit same/ similar and different, unique. Play circle time game (My special family) Activities linked to my big book of families.) Circle time - what position are you in your family? Draw a picture of themselves (on white boards / paper) Teacher to scribe Eg I am the eldest.	I am an only child...the eldest..... Have an older brother/ a younger sister....	What position are you in your family?
26.9.22		Language Languages and countries the ch identify with.	Circle time ... As before. Include swap if you are the eldest child. If you have a younger brother. European Day of language. Google maps/ Earth - find out where ch are from beforehand and zoom into the country. Click onto photos. The Lingo show - learn new words. Ch teach us new words. Group children who speak the same language for photo We can speak Urdu. (We speak the same language. CP activities while doing this.	I can speak	Which languages can you speak?
3.10.22	I can talk about a person who has helped me from my experiences. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them	I can talk about a person who has helped me Vocab Office Site manager Headteacher Cook Midday supervisor	Circle time. As before People who help us at school Visit office. How do they help us? Visit Jim and Shaun. How do they help us? Visit Mrs Choudhury. How does she help us? Visit Kitchens / midday supervisors. How do they help us?	They help me by.....	How do they help you?

10.10.22	Comment on images of familiar situations in the past. Offer opportunities for children to begin to organise events using basic chronology, (recognising that things happened before they were born.)	I can say how I was different as a baby. I can use the language past and present. Vocab Past Present Baby change	Prior knowledge - have talked about families, older, younger, position in the family. Pre read - When there were giants. Look at a simple timeline. Picture of the children now (present) Picture of children as a baby (Past) Picture of teacher as a baby. Go into our time machine and walk backwards to go into the past. Land - we have gone back in time to when you were babies! Look at baby photos. Present / past. This is Aminah in the present and this is Aminah in the past. Get into a circle. Put baby items into the middle - we have a nappy, dummy, teddy, baby grow.... Things the babies need. Go round the circle pass the talking object. Say starter when I was a baby I could..... How have you changed?	When I was a baby I	How have you changed?
October Half Term					
31.10.22	INSET DAY FARM VISITS				
7.11.22	Guy Fawkes Compare and contrast characters from stories, including figures from the past.	I can use the language past and present. I know Guy Fawkes was alive a long time before I was born. I know that clothes/hair were different in the past. I can use sentences like ... "They weren't invented then..." I can say why we remember Guy Fawkes. Vocab Bonfire Night Remember Past Present Guy Fawkes	Recap the excitement of bonfire night and fireworks. (Who celebrated, saw them?) Why do we celebrate bonfire night? Go back in time - to the past to when Guy Fawkes was alive. Show on timeline. Powerpoint The Story of Guy Fawkes Let's be History detectives! Using drawings of GF. How do we know this story was from a long time ago? (What is different to how we look today to how he looks? Hair / clothes / drawing not a photograph - why isn't there a photograph of Guy Fawkes? (Cameras were not invented then....)) Oral retell of the story. Let's act it out! Go back into time machines and return to the present. Pass/ roll ball around I remember Guy Fawkes because..... Sing Guy Fawkes song	I remember Guy Fawkes because	Why do we remember Guy Fawkes?

14.11.22	PSED Express their feelings and consider the feelings of others. UW Recognise that people have different beliefs and celebrate special times in different ways. (Make links to kindness shown in religions, eg. Ramadan - fasting and Zakat collections, and Harvest.) FF Curriculum We will consider how we can be kind to other people and animals and promote kindness	I know how I can be kind to people and animals.	Revisit how we have learnt about kindness - through hearing about how Christians collect food for harvest, take it to church and give to people in need. Also how Muslims collect Zakat during Ramadan. Through our stories about the little star and the Hamster who ended up helping his friends. Today we are going to create a kindness tree. Thinking about how we can be kind to people and animals. Adults to give examples. Hamster and little girl from story examples. Go round the story rolling a ball using the sentence starter 'I am kind when.....' Adult to record on leaf and give it to children to stick onto the tree. Share ideas - I am going to be kind by doing all of the things you have said on the tree. I am going to stick it on our display so that we can remember to be kind to and think about people and animals every day.	I am kind when	When has someone been kind to you? When have you been kind to someone else?
21.11.22	I can talk about a person who has helped me from my experiences. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them	I can talk about a person who has helped me from my experiences. Vocab Doctor Nurse Paramedic Hospital Ambulance Help Firefighter Fire engine	(People who help us at school - also interview - the cook, site staff) Circle time People who help us. What jobs do your family do? How do they help us? Watch I need help. People who help us jobs uk play and learn - YouTube Have you ever needed help? Who helped you? Focus on medical profession. (Topsy and Tim at the hospital) Children to use play medical kit and bandages to help friends / teddies.....	They help me by	How do they help you / us?
28.11.22			Circle time People who help us. Who helps us? Firefighters. (See fire fighter clips - twinkl) Act out putting out a fire / rescuing people..... freeze frame.	They help me by	How do they help you / us?
5.12.22	Nativity Recognise that people have different beliefs and celebrate special times in different ways.	I know that Mary had to travel on a donkey because they didn't have cars then.	Watch / tell nativity story. Put on costumes and act out nativity. Sing songs. Repeat	Christmas is celebrated because....	Why do we celebrate Christmas?
12.12.22	Nativity Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about a story from the past. Vocab Religion Belief celebrate		Christmas is celebrated because....	Why do we celebrate Christmas?
19.12.22	Babouska Compare and contrast characters from stories, including figures from the past. (3 days - Christmas activities)	I can talk about a story from the past. Vocab Past Present Nativity celebrated	As above - sing songs Read Babouska story. Discuss themes. (Don't put off what you can do today..) Make links to the nativity. Act out story. (crowns, head scarf)	Christmas is celebrated because....	Why do we celebrate Christmas?
Christmas Holiday (Week 1 - 2 days)					
Big Question - How has diversity improved life					

9.1.23	I know that I will change as I get older. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	I know that I will change as I get older. Key vocab Baby Elderly Child Teenager Adult	Changes How we change - the stages of development. (Link to our family work) See powerpoint. Bring in baby photos and talk about how they have changed. Things they used do/have that they don't now. Where they used to live, where they used to go to nursery, who used to look after them Once there were giants. Sorting stages. Visit nursery / year 6 - how are these children different to you? Taller, more independent..... Put on timeline	(Talk about a change that happens.)	How do we change through our life journey?
16.1.23	Diversity focus Comment on images of familiar situations in the past. I can say how buildings in the past were similar and different.	I can say how buildings in the past were similar and different.	History of our school - walk around school looking at the features. Powerpoint of pictures of the school in the past. How has it changed?	Our school is old because....	Can you describe the differences between these two buildings?
23.1.23	(Ext I know I live in an old house / new house because There is no garage / chimney/ open fires/ narrow roads)	Key vocab Past materials Present Change Features Modern old	New and old buildings in FF (our local area) Compare and contrast. What kind of house do you live in?	I know I live in an old house / new house because There is no garage / chimney/ open fires/ narrow roads)	
30.1.23	Diversity Focus Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.	I can talk about my experiences of being in a house in a different country and how it was the same / different to my home here. Vocab - as last week	Learning about houses in different countries and how they are the same / different. Video clips / chs photos.	My house in..... is different because....	How is the house you visited the same / different?
6.2.23		I can say if the country I am visiting has a hot or cold climate. Vocab Hot Cold Warm Climate country	What would you take on your holiday? Game - what does teddy need to go to visit a hot / cold country. My petasaurus - packing. https://connect.collins.co.uk/school/Primary/SnapSciencelessons.aspx?Id=ic/73SgFOtRJ2ttoADhbYA== (Link to Snap science)	I would like to go on holiday to I will take (Because it is a hot / cold country.)	Where would you like to go on holiday? What would you pack in your suitcase?
Half Term					
20.2.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	I can show how the character in the story is feeling. I can talk about and relate to these feelings. Key vocab loss, gratitude, friendship, family and kindness past sad, angry, upset, loss, devastated	Dogger - a story from the past Photos of staff when story produced. Silver jubilee. Children bring own special teddies in. Look at features in book, diff clothes etc. Discuss themes of story. Colour and write about pictures from Dogger	Dave is feeling because	How is Dave feeling and why?
27.2.23			Dogger - remind ch of themes. Link to Bing episode - lost. Discuss themes - how would ch feel if lost own special teddy / toy. Draw picture of own teddy in love heart and record feelings about it.	I would feel because	How would you feel in you lost something precious to you?

6.3.23	Comment on images of familiar situations in the past.	I know how toys were different in the past. Key vocab Old new wood metal plastic batteries	Old and new toys. How are they the same/ different. Compare. Look at materials. Link to magic granddad How does my toy work Snap science https://connect.collins.co.uk/school/Primary/SnapSciencelessons.aspx?Id=dM5fpeNas8ctrW5+D8mMgw==	I know this toy is old because.....	How do you think this toy could be used?
13.3.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	I can talk about things from the past. Vocab Similar, different	Look at a range of photos and artefacts from the past and talk about the objects. Compare items like telephones, toys, computers and look at the materials they are made from. Use sentences like ... "They weren't invented then..." (Talk about familiar adults when they were younger, what were their clothes, what were their houses, Relate to Peepo) Peepo - a story from the past. Zoom into pictures - discuss is this room different to yours? Why? Enlarge pictures from the story and in group discuss what they can see from the past. Make 'Peepo cards' (plain card with a 5cm hole) and use these to examine the world around you. Give card. Show how to fold in half (point to point) Cut half a circle on the fold line. Take to Telly tubby hills to see what they can see - isolate areas.	It is different to my house because...	What is similar and what is different?
20.3.23	Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	I can talk about things from the past. Vocab Change, similar different	The Toymaker - a story from the past. Using the pictures how were the games different in the past to the present? Play old fashioned playground games .like Mary was playing in the picture. Ring a ring a roses Ring a ring of roses, a pocketfull of posies, atishoo, atishoo, all fall down - YouTube The farmers in his den The Farmer's in His Den - YouTube Oranges and lemons Learn with Little Baby Bum Oranges and Lemons Nursery Rhymes for Babies Songs for Kids - YouTube	In the past children used to play games like	How was Mary's life different / same to yours?
27.3.23	Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Religion Belief Celebrate Easter New beginnings, new life Church	Easter - Special celebrations Introduce the theme of new life - linked to baby animals and new plants and how Christians believe Jesus came back to life after he died. Jesus is alive right now in heaven, and he will never die again.	I know that Easter is a Christian festival (and lots of people will go to Church to celebrate Jesus.)	How will you / your friends celebrate Easter?
Easter					
17.4.23	Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Ramadan Fasting Eid Mosque	All about Eid Special celebrations. The festival of breaking a fast	I know that Eid is celebrated by Muslims.	How did you / your friends celebrate Eid?
24.4.23	Changes - from seed to decay. Use the W (People and Comm.) Explore the natural world around them. Create opportunities to discuss how we care for the natural world around us.	I know a plant grows from a seed / bulb. I know a plant needs	What do we know about plants - mind map. Planting What do plants need	A plant needs	What does a plant need to grow?

15.5.23	Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes. Describe what they see, hear and feel whilst outside. Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	water and sunlight to grow. Plant Seed Bulb Water Sunlight Grow Roots Shoots Stem flower	What has happened to our plants? Time lapse Recording		
8.5.23		I know if food will rot over a period of time. Decay, decompose, Compost Rotten Mold Bacteria, fungi worms Unwell Bad Smell	Decomposition of food The bacteria that is mostly formed can make us unwell. We can use left over veg/ fruit to create compost Observations. Visit compost bin	If I leave my food it will.....	What do you think happens to food if left out for a long period of time? Can this rotten food be used again?
15.5.23	Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.	I know that being brave can mean facing a situation when you're unsure about something and having a go anyway. Vocab Brave Challenge	Intro Watch powerpoint about being brave - link to themselves and story. Also know that sometimes big and uncomfortable feelings or emotions can get in the way of being brave. Watch / read book (Holly and the ginger flash) Finding your brave can mean having a go at something new, it can mean stepping outside of your comfort zone and challenging yourself, it can mean saying no to something that is not for us or it can mean talking to people around us to share our worries and fears and ask for help. On paper with photo in the the middle write draw about the times they have been brave *It's important to stress that bravery is not about taking unsafe risks that could harm you or those around you.*	I was brave when....	When have you had to be brave?
22.5.23		I know that I can share my time, my ideas or things with my friends. I don't have to share just because someone has asked me to (eg my dinner / special hair clips) Often sharing things like cars in the classroom can make my friends happy and then make me feel happy.) Vocab Share Ideas Time Feelings	Rainbow fish - Focus on the theme of sharing Sharing *Have you ever owned an item that you didn't want to share? What was it? Why didn't you want to share it? *Did it make you happier or sadder to share the item? *Was Rainbow Fish wrong not to share his scales? *Are there some things it's okay for you not to share? If so, what and why? *Imagine that Rainbow Fish gave away all his scales. Would that be a good thing for him to do? *Was the blue fish asking too much of Rainbow Fish to share his scales? *Do you share with your friends? Do you share everything with them?	When I shared my	What have you shared with your friends or brother / sister?
Half Term					

5.6.23	Draw information from a simple map. (Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in.)	I know that maps are drawings of an area or place. They help to direct us and show us where places, buildings, parks and other features are. I can find information on a simple map. Vocab Map Clue (Left, right, forwards, backwards)	Map of playground Share together. Discuss where clues are. Children to use map, find letter clues and unscramble letters to make a word in teams.	When I used the map....	What can you see on the map?
12.6.23			Map of pond area Repeat as last lesson		
19.6.23			Investigating maps - Link to what the lady bird heard. Did you notice that Hefty Hugh and Lanky Len drew a map of the farm? Did you see the route that they had planned to take? Can you remember what the ladybird heard? Did the thieves manage to steal the fine prize cow? Have a go at drawing your own map of the farm. Can you mark out the route needed to get to the fine prize cow? Can you describe the route, just like the ladybird did?	The ladybird tricked the robbers by	Can you show me the route the robbers took?
26.6.23		My community Supermarket Library	Investigate Google earth. Look at school site. Children to draw own maps of playground. Link to last lesson	I can draw a map of the playground.	Can you show me where is on your map.
3.7.23			Where I live - Why Forest Fields is a special place. Look at important areas / buildings in the community - eg doctors, art centre, ASDA, Forest Park..... (And other areas of interest) Find where ch live. (Old house or new house?)	My special place in Forest Fields is	What is this place in FF - (Eg Forest Park) Have you been there?
10.7.23	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.	I can talk about other places in the world	Gift for Amma - market day in India (Ben and Bella in the big yellow digger - Australia??) TBC	It is similar to where I live because... It is different to where I live because	How is Life similar or different to yours?
17.7.23			Children to bring in photos of countries they have links with.		
24.7.23					

Teach in class - after half term.

Diwali Recognise that people have different beliefs and celebrate special times in different ways.	I can talk about how people celebrate Vocab Religion Belief celebrate	Let's celebrate Diwali bbc. Story of Rama and Sita Learn about significance Go outside to do chalk Diwali patterns.	Diwali is ... (the festival of light)	What is Diwali?
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