



4 Weeks

# Community Champions



## Rationale

The reception teachers have been sent a video from PC Plum! He tells the children that there are lots of champions in our community doing great work. PC Plum would like the children to find out more about who they are and what they do. The children will research our local community champions and create and write thank you cards for them to say a thank you for all the work they do in the community. A range of community champions will visit the children in school so they can ask them their questions and gain knowledge around each job. The children will post the cards that they make themselves, visiting the local post office.

## Hook

Children to watch a video of PC Plum asking the children to find out more about who they are and what they do. The children will research our local community champions and create and write thank you cards for them to say a thank you for all the work they do in the community.

## Outcome

Children to post their cards/letters to the community champions using the local post office.

## Literacy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

### Main writing outcomes

#### Week 1 (Police) - LI - I can label a picture.

I can say the part of the car.  
I can hear the first sound in the word.  
I can hear all the sounds in the word.  
I can write the sound or sounds independently.  
EXT: to write the sounds using cursive handwriting

#### Week 2 (Soldiers) - LI - I can label a picture.

I can talk about each soldier.  
I can say what is the same/what is different  
I can hear the initial sounds in each word.  
I can hear other sounds in the word  
I can write the sounds independently.  
EXT: to write the sounds using cursive handwriting.

#### Week 3 (Doctors) - LI - I can name and label objects.

I can name the items in the bag.  
I can hear and say the initial sound.  
I can write the initial sound.  
I can write more than one sound in the word.  
I can write most of the sounds in the word.  
Ext: I can write the letters in cursive.

#### Week 4 (Firefighters) - LI - I can label a picture.

I can talk about each part of the fire engine.  
I can hear the initial sounds in each word.  
I can hear other sounds in the word

## Talk Through Stories

Handa's Hen  
Room on the Broom  
Peace at Last  
Alien's Love Underpants

## Extra Texts to Support

Life Savers - Eryl Nash/Ana Alberro

A Superhero like you - Dr Ranj

Heroes Who Help Us from Around the World

Who help us? In a supermarket  
Busy People - Police Officer

I can write the sounds independently.  
EXT: to write the sounds using cursive handwriting.

### Writing skills to cover

- Mark Making
- Pencil Grip
- Letter formation
- Name Writing
- Initial sounds/CVC words
- Label writing

## Specific Areas

### MAIN FOCUS

#### Understanding of the World

Talk about the people around them and roles in society.  
Shows interest in different occupations.

Talk about immediate members of their family and community.

Name and describe people who are familiar to them.

### MAIN FOCUS

#### Expressive Arts and Design

We will be exploring arts and crafts relating to the emergency services using collage and paint.

We will be using a variety of tools to explore mark making and investigate different lines.

### Mathematics - Power Maths (See Power Maths Planning)

Numbers to 5

Comparing groups within 5

Shape 3D/2D

Change within 5

Number bonds within 5

Space

## Prime Areas

### PSED

#### Looking after people in the community

Forming attachments and friendships with peers and adults, playing together cooperatively.

To be able to use the toilet independently, managing their own basic hygiene.

Showing an understanding of their own feelings e.g. telling an adult they feel sad. Start to regulate these emotions independently.

Following school rules and ACSENT values, knowing right from wrong and striving to behave accordingly.

Following simple instructions and beginning to show an understanding of a more complex instruction.

#### SCARF – Valuing Difference

I'm special, you're special

Same and different

Same and different families

### Communication & Language

#### Knowledge about community champions.

Understand how to listen attentively, and understand why listening is important.

Learn new vocabulary.

Participate in small groups, class and 1:1 discussion.

Ask questions to find out more.

Respond to what they hear with relevant questions.

Articulate their ideas and thoughts with well thought out questions.

### Physical Development

#### Fitness Assault Course

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

**Visits and visitors- Community Champions to come into school and talk to talk to the children about their job role.**

**Cultural capital; IT Mini Mash.**

### Home Learning

**Books** - Visit your local library and see if there are any books about community champions like doctors, the police firefighters...Why not draw a picture showing us something you found out from a book.

**Interview** - Interview them and ask how they help people in the community. You can share what you find out on Tapestry along with any pictures with their permission of course!

**Dress up** - Dress up as your favourite community champion. You can share pictures on Tapestry and perhaps you could record a video telling us how that community champion helps others. If you don't have a costume you could make some accessories out of stuff you have at home.