

Summer 1 Keyworkers

At the end of this unit children will be able to talk about who is a keyworker and what their role is.

Personal, Social and Emotional
People who help us and
keeping safe



Understanding the
World
Look at keyworkers
What is their role
and where do they
work.

Literacy
non fiction
fiction

Key Learning:-

- ❖ Children will comment and ask questions about aspects of their familiar world such as the place where they live.
- ❖ Talk about some of the things they have observed.
- ❖ know about similarities and differences in relation to places, objects, materials and living things.
- ❖ Talk about past & present events
- ❖ Find out about people who help us and keep us safe.

As a Historian we will find out about people who help us and talk about past and present events in our own lives.

As a Geographer we will find out about peoples occupations and talk about features of their environment.

| 4Rs Characteristics Active Learning | Oracy Communication and Language | Be excited and curious to learn Characteristics Playing and Exploring | Spirituality | Nurture: soar in talents | Wisdom Characteristics Critical Thinking | Serve others courageously Responding |
|--|--|---|---|---|--|--|
| Showing curiosity Pretending objects are things from their experience Representing their experiences in play | Understands, responds and builds up vocabulary. Uses language to imagine and recreate roles and experiences in play situations. Connects ideas and more complex sentences. Listens and responds to ideas expressed by others in conversation or discussion. | Finding out and exploring. Similarities and differences when exploring. Join in play and learn fit in with the ideas of others. | What if??? We did not have people who help us. | Flourish and excel in imagination and creativity. Use their God-given talents to impact on others. | Thinking of ideas Having their own ideas • Planning, making decisions about how to approach a task Make links in their learning | Respond to the knowledge and experiences of others. Ask and answer questions to further understanding |

| 1 Pre-exposure | 2 Preparation | 3 Initiation & acquisition | 4 Elaboration Incubation & memory encoding | 5 Verification & confidence checking | 7 Celebration & integration |
|--|---|--|--|--|---|
| Dressing up role clothes for people who help us. Children to free play and say who they think they belong to. | What do we know about Keyworkers? What do we want to find out. | Teacher to provide necessary knowledge to develop skills and understanding | Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways through cross curricular learning. | Children will present their learning in different ways one to one or in a small group using question and answer boxes. | Dress up day Theme day Visits from keyworkers |

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| Links to British Values Respect the roles of people who help us. We try to help others. | Other Curriculum Areas PSHE, Geography, Literacy, History. |
| Parental involvement and Wider Community involvement Home learning Parents who are keyworkers invited to come and talk to the children. | Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and examples |