

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore what a community is.	In this initial lesson, children explore different types of communities. Children will consider what communities they are part of, and why communities are important. In their independent activities, children draw communities that they are part of, and complete sentences about them. In the alternative activity, children work together in groups to discuss and sort photo cards according to what type of community group they show.	<ul style="list-style-type: none"> <li>Do children know what a community is?</li> <li>Can they name some different communities?</li> <li>Can children name different communities that they are part of?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Community Photo Cards (FSD? activity only)</li> <li>Communities Sorting Sheets (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To know about our rules and responsibilities in our classroom community.	Children first recap on what a community is, and the different types of communities they can belong to, before looking at their classroom as a community. They will explore and discuss the rules and responsibilities within their classroom community. In their independent activities, children explore why these rules and responsibilities are important, and what might happen if we didn't have them. In the FSD? activity, children are assigned specific classroom jobs for a week!	<ul style="list-style-type: none"> <li>Do children understand that their class is a community?</li> <li>Can children name some classroom rules and explain why they are important?</li> <li>Can children name some classroom responsibilities, and explain why they are important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Responsibility Badges (FSD? activity only)</li> <li>Blank Responsibility Badges (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out how to help people in our communities.	In this lesson, children focus on how people in communities can help each other. In their independent activities, children draw pictures and complete sentences to show how they help their communities, and how their communities help them. Alternatively, for a rich discussion activity, children complete jigsaws and discuss what community is shown, who needs help and what help is being offered.	<ul style="list-style-type: none"> <li>Do children understand that people in communities often help and support one another?</li> <li>Can children identify how people in their communities help them?</li> <li>Can children identify how they can help people in their communities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Jigsaws 3A-Q (FSD? activity only)</li> <li>Question Prompt Sheet (FSD? activity only)</li> <li>Actions Word Mat (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out how to care for living things and the environment.	During this lesson, children look at how living things in the environment are connected. They learn that our actions can help or harm the environment and the living things within it. Children conduct an environment survey to find out how their school looks after the environment and work out what else they could do to care for it. If you are looking for a practical activity, why not plant herbs or flowers to lift people's moods, provide homes for insects and attract birds, bees and butterflies.	<ul style="list-style-type: none"> <li>Do children know what an environment is?</li> <li>Can children describe some of the ways how animals and plants keep the environment in balance?</li> <li>Can children describe how they care for their environment and the living things within it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Yoga Pose Cards 4A/4B/4C</li> <li>Environment Survey 4A/4B/4C</li> <li>Instructions (FSD? activity only)</li> <li>Plant Picture Mat (FSD? activity only)</li> <li>Worksheet 4A/B/C (FSD? activity only)</li> <li>Soil, compost, trowels, gardening gloves, pots and seeds, bulbs or seedlings</li> </ul>
<b>Lesson 5</b>	To prepare for moving into Year 2.	In this final lesson, children will focus on how they are feeling about moving into Year 2. They will be reassured that it is normal to feel excited, worried, or a mixture of both of these emotions. In their independent activities, children create a personal passport to Year 2 which contains important information about themselves, their strengths and their targets.	<ul style="list-style-type: none"> <li>Can the children identify a time they felt excited or worried?</li> <li>Can the children identify their current skills and targets for next year?</li> <li>Do children know that roles and responsibilities can change as they grow older?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Passport 5A/5B/5C</li> <li>Worksheet 5A (FSD? activity only)</li> <li>Sentence Starter Cards (FSD? activity only)</li> </ul>

## End of Primary Phase Objectives:

### Relationships Education - Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

### Health Education - Mental wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

### Vocabulary

community, belong, respect, respectful, good manners, courtesy, help, harm, environment, care, actions, rights, rules, roles, jobs, responsibilities, needs

### Teacher notes