



Topic:	Year group	Term
Citizenship	1	Spring Term. (Kapow)
Background knowledge		
Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.		
What should I already know?		
<p>The progression of learning in EYFS is a combination of; Development Matters, key skills specific to our children's needs and our own school's vision for our children.</p> <p>I can help to make our class rules to keep us all happy and safe. I have visited a farm and know that animals need special care. I can talk about myself and my family. I can share news at whole class time and use vocabulary of the past. I can identify and talk about similarities and differences between different families. I can compare different celebrations. I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. I can think about the perspectives of others.</p>		
Statutory objectives / Key Skills	The Journey	
<u>Objectives</u> <ol style="list-style-type: none"> To begin to understand the importance of rules To understand that animals have different needs and how to care for them To begin to understand the needs of babies and young children To begin to recognise ways in which we are the same and different to other people 	<u>Quiz and knowledge catcher</u> <ol style="list-style-type: none"> Rules Caring for others: Animals The needs of others Similar, yet different Belonging Democratic decisions <p><u>Review and reflect on knowledge catcher</u></p>	

5. To understand the range of groups people belong to
6. To begin to understand how democracy works

Skills

Recognising why rules are necessary.

Discussing how to meet the needs of different pets.

Exploring the differences between people.

Recognising the groups that we belong to.

Outcomes

Working towards: I can identify the key rules we have in school. I understand that different pets have different needs. I understand that babies and young children have different needs. I can describe what it means to be unique. I understand that there are a range of groups that people belong to. I understand how voting works.

Working at: I understand why rules are important. I can explain how to look after some animals. I can explain how to care for babies and younger children. I can identify things that are the same about people. I can identify some groups that I belong to. I can explain why voting is a fair way to decide something that affects a lot of people.

Working beyond: I can explain some consequences of not having or not following rules. I can explain why some pets might not be suitable for some people. I understand how I could help to look after a baby or younger child. I can identify things that are different about people. I can explain that some groups are chosen and some we just belong to.

Key Vocabulary

care
democracy
different
fair
pet
responsibility

rule
similar
unique
vote

Cross-curriculum links

Science

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

notice that animals, including humans, have offspring which grow into adults

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Assessment questions / outcomes

Why do we have rules?

What do different pets need?

How can we help to care for younger children?

What makes me who I am?

What groups do we belong to?

I can explain why voting is a fair way to decide something that affects a lot of people.

British Values



Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.