

## Unit Context



Citizenship education in the Foundation Stage is about developing children's understanding of the world around them which includes learning about what it means to be a member of a community and developing a notion of collective responsibility. Through

learning to care for the environment and looking after plants and animals, children will begin to take responsibility for the environment around them and for sustaining and improving it. Activities, such as these, will contribute to the "school grounds" theme of the National Eco Schools Green Flag Award scheme and will help the school to become more environmentally sustainable. Where care for the environment is embedded into practice it will also make a significant positive contribution to whole school ethos. This unit will support schools in ensuring that they provide opportunities for children to be outside on a daily basis all year round. Work in this unit will be supported by relevant school policies such as Community Cohesion, Equality, Inclusion and Learning and Teaching policies such as Learning Outside The Classroom.

## Unit Description

The children will develop their understanding of what it means to belong to a community by exploring the roles of people who work in the school and who help to look after them. They will also learn about people who work in the local neighbourhood and what role they play in contributing to community life including helping and supporting others. The children will develop their sense of responsibility for caring for their environments including their homes, school and local neighbourhoods. They will experience first hand opportunities to explore places in the neighbourhood, find out about their local area and develop an awareness of what they like and dislike about the local area. The children will have the opportunity to become aware of and interested in the natural world and will develop responsible and caring attitudes towards animals and plants. As an early stepping stone in developing the children's understanding of Financial Capability, this unit provides the children with the opportunity to explore what money is and how it can be used for different purposes.

## Notes for Staff

This unit of work has particularly strong links with the Area of Learning and Development: Knowledge and Understanding of the World. When planning the delivery of this unit, teachers may want to look for links between work in this unit and other opportunities to experience learning within this particular Area of Learning and Development. This unit provides activities to explore what money is and what money is used for. It is good practice to integrate financial capability education into other activities which relate to real life experiences. This helps to reinforce the learning, and to ensure that learning about money takes place within a meaningful context. Examples of this may include looking for places where money may come from during a walk in the local community, or providing opportunities to use money during role play.

## Activities for Recording Assessment

**A** at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

**Activity 4.1** Use the children's responses to this Draw and Write activity to assess their awareness and understanding of different places and features in their local neighbourhood.

**Activity 7.1** Use the children's responses to this Circle Time activity to assess their understanding of how to care for and look after a living creature such as a pet.

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play / independent learning. Observe children while they:

- Respond to an activity which reflects a theme introduced through the use of fiction e.g. Jasper's Beanstalk – observe children growing and caring for their own plants.
- Engage in games and role play which involve using money.

## Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

### The Prime Areas

#### Personal, Social and Emotional Development

**Self confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### Communication and language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

### The Specific Areas

#### Understanding the World

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- Take responsibility for looking after the classroom environment e.g. tidying up, following classroom routines.
- Use role play to show awareness and understanding of people who live and work in the community.

## Out of School Learning

Invite parents/carers to help their children develop an awareness and understanding of the local community in which they live *e.g. by collecting and bringing into school a range of items that reflect their community such as information leaflets, pictures and natural objects*. Encourage them to help their children identify different places and features in their local neighbourhood and discuss how these places and features benefit the people who live there. Invite parents/carers to help their children practise using money in real contexts *e.g. paying for small items in a shop*.

## Sensitive Issues



Sensitive issues to be aware of are marked in the **Points to Note** column with this symbol.

Work within this unit may evoke strong opinions, some of which may come from home, regarding issues raised such as ways of looking after the environment and animal welfare. It is important to support children in recognising the views of others and to help them understand that lifestyle choices will differ among people.

## Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide

## Linked Units

**ID F** Identities and Diversity

**FF F** Family and Friends



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## Section A - At School

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To identify the people who look after them at school and understand their roles.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>name people at school who help to look after me and the school community</li> <li>describe the role of people at school whose job it is to look after me and the school community</li> </ul>	1.1 In small groups, show the children some photographs of different adults and children who belong to the school and have a role in looking after the school community including the children, families and staff. Invite the children to name the person and describe the role they have in looking after the school and others.	<ul style="list-style-type: none"> <li>Include photographs of people such as <i>the school secretary, cook, midday supervisors, site manager, school nurse, buddies and play leaders, members of the school council, parent/carer helpers and crossing patrol person.</i></li> <li>You may want to ask the children to reflect on their <b>Safety Circle</b>, in the context of this activity, to identify people they can talk to.</li> </ul>
		1.2 Invite adults and children who help to look after the school and the school community to spend time talking to the class. Prepare the children for talking to the visitors by helping them to formulate questions about the visitor's job e.g. <i>What do you do each day in your job/role? What do you like best about your work/job/role?</i>	<ul style="list-style-type: none"> <li>Reinforce learning in this activity by involving the children in developing a class display about people who help us.</li> </ul>
2. To understand ways that they can help to look after the school environment.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>describe things that I like and do not like about the school environment</li> <li>suggest some ideas for improving the school environment</li> <li>follow rules and carry out simple jobs and activities which show that I know how to care for the classroom and school environment</li> </ul>	2.1 Take small groups of children for a walk around the school building and grounds. Stop at various points during the walk and ask the children to describe what they can see and what they like and don't like about the environment. Encourage the children to notice what it is about their environment that makes it a pleasant place to spend time in and a place where people can feel comfortable and happy e.g. <i>a clean and tidy pathway, some well looked after plants, a tidy and well organised room.</i> Encourage the children to notice anything that may be spoiling the school environment e.g. <i>litter, untidy cloakrooms and painting areas, flower beds that need weeding.</i> After the walk ask the children to work in small groups and invite them to suggest some ideas for improving these areas e.g. <i>the school gardening club could weed the flower beds, children could remember to hang their coats up properly.</i> Invite the groups to share their ideas with the class and then decide on one or two ideas that the children could put into practice over a period of time.	<ul style="list-style-type: none"> <li>Children's ideas for improving their environment could be taken to the school council for discussion. During this activity you may need to support the children's understanding of the difference between responsibilities that they can take on by themselves in order to see a change e.g. <i>keeping their drawers tidy, changing into indoor shoes</i>, and those jobs/actions which should be the collective responsibility of all the children and adults in the school and will therefore will need to be implemented through a more whole school approach.</li> <li>Read, <b>Start Up Citizenship: Improving Our School Grounds</b> to support learning in this area.</li> <li>Learning within this activity could be linked to any conservation projects that the school may be involved with such as the Eco-Schools Award or work with local environmental agencies. See <b>Sources of Information and Support.</b></li> </ul>
		2.2 In Circle Time, show the children a range of classroom and school equipment and items which have to be looked after e.g. <i>paint brush, books.</i> Invite the children to imagine that these items/resources could speak and suggest what they may say to the children and adults in the classroom to make sure that they are well looked after e.g. <i>Wash the paint off me (a paint-brush), Put me back on the shelf (a book) and Sharpen me when I'm blunt (a pencil).</i> Invite the children to draw some resources that they enjoy using at school and encourage them to use a speech bubble and write a short message inside which describes how this resource wants to be looked after.	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Circle Time</b>.</li> <li>This activity could be used as a way of reinforcing classroom rules and routines that are in place to ensure that the classroom environment is a safe and positive place for all children and adults. See unit <b>BB F Beginning and Belonging</b> for activities which support children in developing classroom rules.</li> <li>Use the children's speech bubbles when labeling resources in the classroom.</li> </ul>

## Section B - At Home

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To understand ways that they can help to look after their things and their home.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>talk about how I help to look after my home</li> <li>talk about how members of my family help to look after my home</li> </ul>	3.1 In Circle Time, invite the children to recall what people in families do to help look after their homes. Ask the children to draw and label a picture of their bedroom including all the things inside their bedroom that make it a comfortable and enjoyable space. In Circle Time, ask the children to share their pictures and use the sentence stem, <i>I could look after my bedroom by.....</i> , to explore responsibilities the children could undertake to keep their bedroom special and tidy.	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Circle Time</b>.</li> <li>Refer to the unit <b>FF F Family and Friends</b> Activity 2.3 for further learning about the responsibilities of different people in families.</li> <li>Be sensitive to the diversity of the children's home and  living arrangements in your class and make provision for children whose homes may not be houses e.g. <i>flats, trailers, bungalows</i> and for children who may have two homes as a result of circumstances such as family separation and divorce. Also be sensitive to the needs of children who may share bedrooms with other siblings.</li> </ul>
		3.2 In Circle Time, sing the nursery rhyme 'Mary, Mary'. Ask the children to imagine Mary's garden and encourage them to describe what Mary's garden might look like. Using a large piece of paper, involve the children in a group drawing to create a picture of Mary's garden. As the children create the picture encourage them to think about what Mary might need to do to maintain her garden and look after it e.g. <i>planting, watering, mowing, digging</i> .	<ul style="list-style-type: none"> <li>See Resource 1 '<b>Mary, Mary</b>'.</li> <li>For this activity children might want to draw on their experience of their own garden or others they may have seen in the neighbourhood or places they have visited such as <i>parks or garden centres</i>.</li> </ul>
		3.3 Provide the children with a sand tray and ask them to make a miniature model of their own garden at home using art materials and natural products such as <i>leaves, shells, stones and twigs</i> . While the children are making their gardens, encourage them to think about one thing they could do to help look after their garden at home e.g. <i>help with simple gardening jobs, ensure that they take care of plants/trees while they are playing, help to tidy their toys up in the garden</i> .	

## Section C - In the Neighbourhood

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To recognise and understand the purpose of different places and features in their neighbourhood.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>talk about and describe the neighbourhood and environment where I live (<i>e.g. green areas, houses, facilities, shops</i>)</li> <li>identify places in my local neighbourhood (<i>e.g. homes, shops, parks, leisure centres, places of worship</i>)</li> <li>identify features in my local neighbourhood (<i>e.g. road crossings, nature and natural areas, parking facilities, lighting, signs</i>)</li> <li>identify places and features which help and support different groups of people (<i>e.g. different places of worship, places for children such as nursery schools, playgrounds and skate parks</i>)</li> </ul>	<p>4.1 In small groups, show the children some pictures of different places where people live <i>e.g. a village, out in the countryside, a busy town</i>. Ask the children to look at the pictures and identify similarities and differences between the pictures and their own living environments. Ask the children to draw a picture of the front of their home and use a pair of scissors to cut it out. Provide the children with a large piece of paper with a simplified road map of the local area drawn on it. Explain that the piece of paper represents the area/ neighbourhood where the children live. Ask the children to think about where they live in relation to the other children in the group and support them in placing their homes in approximate locations on the map. Ask the children to think about other features that are near to where they live and are important aspects of their neighbourhood including buildings and natural areas. These may include: <i>places to play and have fun, places to shop, places to worship, places to eat, places to get help, places to learn, places to work</i>. Invite the children to draw these features on their neighbourhood picture. <b>A</b></p>	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Draw and Write</b>.</li> <li>A map of the local area would be useful for marking on the roads and supporting the children in making a simplified picture of where they live.</li> <li>Use <b>Google maps</b> to support exploration of the local area. See <b>Resources to Support this Unit</b>.</li> <li>Use fiction and non fiction such as <b>Start Up Geography: Journey to School</b> to support learning about the features of the children's local neighbourhood.</li> <li>There are opportunities to explore cultural diversity during this activity. Ask the children to identify places including buildings and facilities that are important to the lives of different groups of people such as <i>places of worship and places to experience food from different cultures</i>.</li> </ul>
		<p>4.2 As a follow on from the activity above, take the children on a walk in the local neighbourhood. Stop at various points during the walk and ask the children to spot any of the features identified in the previous activity. Support the children in taking photographs of these features and encourage them to identify any further aspects of their environment that may not have been identified in the previous activity. Encourage the children to look for features of their environment that reflect the needs of different groups of people living in the neighbourhood <i>e.g. parking for those with a disability, ramps for those with prams or wheels chairs, shops selling different types of food, different places to worship, playgroups, nurseries and youth centres</i>.</p>	<ul style="list-style-type: none"> <li>Photographs taken during this activity can be included in the children's picture of their neighbourhood. See <b>Teaching Guidance</b> for information about use of <b>cameras</b>.</li> <li>During this activity you may also want to encourage the children to look for aspects of their environment that they like and dislike and to discuss the reasons for their feelings about the environment. This would support learning within activity 6.2. Encourage the children to look for signs of how people are attempting to look after the local environment and examples of where the environment is not being looked after so well and may be spoilt or uncared for. Invite the children to consider what they or others could do to improve these aspects of their local environment.</li> <li>Ensure that you follow school policies about Educational Visits and Learning Outside the Classroom.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To recognise and understand the jobs of different people in their neighbourhood including people who help them.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>identify people who work in the neighbourhood</li> <li>talk about ways in which these people's work and jobs help other people with their lives</li> <li>make suggestions for constructing a role play area based on a work place or service in the community</li> </ul>	5.1 In Circle Time, provide the children with pictures of people who live and work in their local neighbourhood including people whose role it is to help people or provide a service <i>e.g. shopkeeper, doctor, car mechanic, crossing patrol person, fire person, paramedic, pharmacist, religious representatives, librarian, postman/woman, bus driver, farmer</i> . In the middle of the circle place some objects that could be linked to the people in the pictures <i>e.g. stethoscope, book, medicine, spanner, bottle, religious artifact</i> . Invite the children to match the objects to the people and to describe what each person does for a living, and how their work either provides a service or helps people in the neighbourhood.	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Circle Time</b> and using <b>drama strategies</b>.</li> <li>Where appropriate, you may consider using photographs of well known and recognised members of the community.</li> <li>Ask the children to review their <b>Safety Circle</b> to consider which, if any, of these people could be added as people they could talk to if they need help.</li> <li>As a follow up to this activity, group the children in pairs or threes and ask them to use role play to represent the work of one of these helpful people from the neighbourhood. Invite the children to show their role plays to the class and encourage the other children to guess what is happening in the role play and which member of the community is being portrayed.</li> </ul>
		5.2 Read a story such as <b>The Jolly Postman</b> . Stop the story at various points and encourage the children to reflect on the work of a postman and how the postman's job in the story is similar to or different from the work of their own neighbourhood postman/woman. Explain to the children that they could build their own post office in the classroom. Encourage the children to think about what people in their local neighbourhood need from a post office. Support the children in developing their own ideas and actively involve them in the construction of a role play post office.	<ul style="list-style-type: none"> <li>Use other fiction and non fiction books about people who work in the local neighbourhood <i>e.g. Start Up Geography: Jobs People Do</i>, and involve the children in constructing role play areas for other relevant places of work such as a <i>supermarket, doctors' surgery, library, fire station</i>.</li> <li>There are links between learning in this activity and Section E - Financial Capability.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To understand ways of looking after their local outdoor area and keeping the environment special for everyone.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• talk about why I like being outside and how it makes me feel</li> <li>• talk about and observe some of the natural and living things that I see when I am outdoors (<i>e.g. creatures, plants, changes in weather, twigs, leaves</i>)</li> <li>• talk about and observe ways in which natural and living things in the outdoor environment change (<i>e.g. changes in weather, colour changes and growth of plants</i>)</li> <li>• show consideration for the outdoor environment and talk about ways in which people look after it</li> <li>• talk about ways that people sometimes spoil the outdoors environment and the effects this has on nature and living things, including people</li> </ul>	6.1 In <b>Circle Time</b> , encourage the children to think about why they enjoy being outdoors either in their own local neighbourhood or further afield <i>e.g. a trip to the seaside</i> . Encourage them to describe what these environments look like and what aspects of nature they would find there. Ask the children to imagine how they would feel if these places were spoilt in some way. Take the children on a walk in the local neighbourhood. Stop at various points during the walk and ask the children to describe what they can see, and to talk about aspects of the environment that they like and dislike and give reasons for their feelings. Encourage the children to look for signs of how people are attempting to look after the local outdoor environment and for signs where the environment is not being looked after so well and may be spoilt or uncared for. Invite the children to consider what they or others could or should do to improve these aspects of their local outdoor environment to ensure that it is protected and remains a special place for everyone to enjoy and live in.	<ul style="list-style-type: none"> <li>• This activity could support the learning within activity 4.2. Stop at various points during the walk and ask the children to spot any buildings, places and features. Support the children in taking photographs of these places and features. See <b>Teaching Guidance</b> for use of <b>cameras</b>.</li> <li>• As part of the walk spend some time in a natural area such as a local woods or park. Encourage the children to look for signs of nature such as <i>flowers, insects, animals, animal footprints and different colours</i> and talk about ways in which the natural environment changes throughout the year. Invite the children to collect natural items such as <i>fallen twigs and leaves, stones and bark</i> and use these natural materials to create a picture celebrating the natural environment or a model of a park that they may have visited. Invite them to draw and paint pictures of natural environments that they enjoy spending time in.</li> <li>• Use <b>Google maps</b> to reinforce learning about the local area and support exploration of a contrasting environment. See <b>Resources to Support this Unit</b>.</li> <li>• Learning within this activity could be linked to any conservation projects that the school may be involved with such as the <i>Eco-Schools Award</i> or <i>work with local environmental agencies and services</i>. See <b>Sources of Information and Support</b>.</li> <li>• Ensure that you follow school policies about Educational Visits and Learning Outside the Classroom.</li> </ul>




Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.2 Read the story, <b>Oi! Get Off Our Train</b>. Stop the story at various points where each endangered animal climbs on board to be met with the inevitable '<i>Oi! Get off our train</i>'. Invite the children to discuss the reason why each animal is allowed to stay and focus on why they have had to leave their habitats <i>e.g. because someone wants to cut off the elephants tusks, because the marsh land where the stork lives is being drained away</i>. Invite the children to suggest what should happen to enable these animals to live where they should be living and survive in their natural habitat.</p> <p>6.3 Read the story, <b>Look After Your Planet</b> and discuss the different ways that Lola recycles things found inside her home. Explain in simple terms why recycling is good for the environment. Provide the children with a range of materials which are found in the home and at school and encourage them to identify which materials can be recycled. Ask them to name the object and what it is made of. Provide the children with a couple of boxes labelled <i>Rubbish and Recycling</i> and ask them to sort the materials and place them in the correct box. Encourage the children to think about materials in their own home that they could recycle. As part of this discussion encourage the children to think of alternative jobs for materials that they may usually throw away.</p>	<ul style="list-style-type: none"> <li>Make links between this activity and the importance of caring for our own environment to ensure that everyone remains happy, healthy and safe <i>e.g. conserving water when the weather is hot, keeping our seas and rivers clean, walking to school instead of using a car, recycling our waste</i>.</li> <li>For a supportive non fiction book on recycling, see <b>Start Up Geography: Rubbish and Recycling</b>.</li> </ul>

## Section D - Caring for Living Things

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To understand ways of caring for plants and animals.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>identify things that animals and pets need to be able to live and survive. (e.g. <i>food, water, somewhere to live, somewhere to sleep, space to move around</i>)</li> <li>identify things that plants need to be able to live and survive. (e.g. <i>soil, water, the right temperature</i>)</li> <li>demonstrate that I know how to look after plants</li> <li>talk about or observe why I know something is living (e.g. <i>it can grow, breathe, move, have babies or make more of itself</i>)</li> </ul>	7.1 In Circle Time, show the children some photographs and pictures of plants and animals that can be kept as pets. Ask the children to name and describe what they can see in the pictures. Invite the children to consider how we know that these animals and plants are living. Explain that we know something is living when it is able to do certain things such as <i>grow, breathe, move, have babies or make more of itself etc.</i> Invite the children to choose one picture and think about what they would have to do if they were in charge of looking after this living thing. Invite them to complete the sentence stem, <i>If I were caring for X, I would.....</i> , to explore the different needs of living things e.g. <i>walking a dog, watering a plant, feeding a guinea pig, putting a plant in the sunshine. A</i>	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Circle Time</b>.</li> </ul>
		7.2 In Circle Time, read a story that involves people looking after their pets such as <b>I Completely Know About Guinea Pigs</b> . Ask the children to identify ways in which the children and people in the story care for their pets e.g. <i>feeding them, playing with them and spending time with them</i> . Invite the children to share their own experiences of caring for animals. Invite the children to choose a pet that they would like to care for and make a concertina book with pictures and labels explaining how they would look after their pet. Encourage the children to use books and the internet to find out information about how to care for their pets.	<ul style="list-style-type: none"> <li>See <b>Start Up Citizenship: Animals and Us</b> for non fiction that explores caring for animals.</li> <li>RSPCA advice is that it is usually not advisable to bring live animals into the classroom. The animal's welfare may be compromised, and there are health and safety considerations. There may be a local charity or voluntary organisation that can bring animals to visit the class. Toy animals or images from the internet can be used as an alternative. Always follow school policy on use of outside visitors, including health and safety considerations.</li> </ul>
		7.3 In <b>Circle Time</b> , read <b>Jasper's Beanstalk</b> to the children. Afterwards, make a list of all the jobs Jasper did to look after his beanstalk. Ask the children why Jasper's beanstalk did not grow even though he had given it so much attention. Invite the children to talk about their own experiences of caring for seeds and plants. Provide opportunities for the children to learn about the responsibilities involved in caring for and looking after something by involving them in planting seeds and growing plants.	<ul style="list-style-type: none"> <li>See <b>Resources to Support this Unit</b> for alternative stories about growing plants.</li> <li>Learning within this activity could be linked to school growing projects where children sow, grow, harvest crops and use foods such as vegetables in cooking activities. This activity also provides an opportunity for children to learn about re-cycling and composting of waste food.</li> <li>See the <b>Growing Schools</b> website under <b>Sources of Information and Support</b>.</li> <li>There are links between learning in this activity and unit <b>HL F Healthy Lifestyles</b>, where children are provided with the opportunities to prepare and cook food.</li> </ul>

## Section E - Financial Capability

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
8. To understand what money is and what it is used for.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>describe what money looks like (<i>e.g. coins, notes, credit card, debit card, voucher</i>)</li> <li>name different coins and notes</li> <li>talk about how money comes to us</li> <li>identify places to use money</li> <li>talk about and show how we exchange coins and notes for goods and services</li> <li>choose appropriate coins to use and wait for change</li> <li>talk about things that children and adults spend their money on</li> <li>choose how I want to spend my money and describe how this makes me feel</li> <li>talk about what happens to the money we spend</li> <li>check how much money I have spent and how much I have left</li> <li>explore choices and make informed decisions in imaginary situations</li> </ul>	<p>8.1 In small groups, show the children a purse and a wallet. Ask the children to talk about the people in their family who own a purse or wallet and describe things that they store there. Explain that purses and wallets are used to keep money safe inside. Invite the children to suggest what this money may look like <i>e.g. coins and notes</i> and use further questions to help them explore these forms of money in more detail <i>e.g. colour, size and shape</i>. Ask the children what they think money is used for and focus on the idea that money is used to pay for things. Invite the children to describe anything else that could be inside the purse or wallet that could sometimes be used to pay for things <i>e.g. debit cards, credit cards, vouchers, cheques</i>. As the children suggest different forms of money, take the money out of the purse/wallet and pass it around the circle. Encourage the children to describe a time when they have seen someone using money in this way <i>e.g. coins to pay into a parking meter, cards used to pay for shopping at a supermarket, vouchers given as a birthday present and used to pay for a new toy</i>.</p>	<ul style="list-style-type: none"> <li>These activities may support learning developed through Problem Solving, Reasoning and Numeracy.</li> <li>Ensure that the children understand that purses and  wallets are places where people keep things that are valuable to them. They are private and people should not look in other people's purses or wallets without permission.</li> <li>In small groups, reinforce learning about the different values of coins and notes by playing games such as matching games <i>e.g. children are given a coin and have to find another which is the same</i>; and guessing games <i>e.g. children have to guess which coins or notes have the highest or lowest value</i>.</li> <li>Recap on the idea that money is used to pay for things and that we exchange money for goods or services. Label some small toys with a price tag <i>e.g. a teddy bear 10p</i>. Invite each child to choose a toy they would like to buy and ask them to clap the number of pence that their chosen toy cost. Provide the children with a collection of coins and ask them to find the relevant coins to pay for their toy.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.2. In <b>Circle Time</b>, introduce the idea of money being used to pay for things by asking the children what they would do if they went into a shop and saw something that they would like to take away for themselves. Read the story, <b>Going Shopping</b>. Afterwards, ask the children to recall all the items that the family purchased from the supermarket and how they paid for their shopping before they left the shop. Ask the children to suggest other things that people pay for or buy with their money <i>e.g. bus fares, electricity, food when eating out, car parks, clothes or paying someone to do a job for you</i>. Invite them to think about people in their family and how they spend their money. Use the sentence stem, <i>I use money</i> or <i>X uses money when .....</i> and make a list of these activities. Invite the children to draw and label some pictures of things that they or other people in their family spend their money on <i>e.g. food, swimming lessons, charity, holidays</i>.</p> <p>8.3. Develop role play situations where children can practise spending and exchanging money for goods or services <i>e.g. supermarket, café</i>. Invite the children to take on the role of customers and shopkeepers. Support those children who are role playing customers to look at the items for sale and choose those that they would like to buy. Encourage them to consider whether or not they have the correct amount of money by examining the coins and notes in their purses/wallets. Support the children in their roles as customers and shop keepers as they exchange money for goods including waiting for change. Help the shop keepers to draw a list of all the items that are purchased by the customers so that they can hand these over as receipts. Encourage the children to notice differences in what they and others choose to buy and consider why people make different choices regarding how they spend their money. Encourage the children to notice who spends the most money and who spends the least money. Encourage the children to consider how it feels to have money and spend money. Support the children to work out how much money they have left in their purse/wallet and what else they can afford to buy. Invite the children to talk about how it feels when they do not have enough money to buy something that they would like.</p>	<ul style="list-style-type: none"> <li>Reinforce learning about how we spend our money by unpacking a shopping basket and inviting the children to name the items and consider whether or not it is an item that they or their families sometimes buy.</li> </ul> <ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on using <b>drama strategies</b>.</li> <li>During this activity emphasis should be placed on exploring the concept and the processes involved in spending money and purchasing goods rather than the numeracy skills involved in using money.</li> <li>Provide opportunities for the children to access the role play area during their self initiated play/learning and provide them with other forms of money and methods of paying for goods/services <i>e.g. debit cards, vouchers, cheque books</i>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To understand different ways of looking after money.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• talk about how we can keep our money safe (e.g. <i>purse, piggy bank, savings/ post office account</i>)</li> <li>• talk about how money comes to us</li> <li>• talk about what happens if we lose our money</li> </ul>	<p>9.1 Introduce small groups of children to a puppet, Sammy, who has been given some money for her/his birthday. Explain that Sammy wants to know other ways that children and adults can get money and invite the children to give Sammy some examples e.g. <i>money earned through going to work, money given as gifts, special benefits, money raised through charity work</i>. Explain that Sammy has been told by her/his parents/carers that she/he must keep the money somewhere safe until she wants to spend it but she is not sure where to keep it. Encourage the children to suggest different places where Sammy can keep her money safely e.g. <i>purse, wallet, money box, piggy bank, post office, bank</i>. Provide the children with some pictures of different places e.g. <i>kitchen cupboard, money box, dog's bowl, a money safe, a cushion, a flower pot, a purse</i> and ask them to sort the places into 2 groups: <i>A Safe Place to Store Money</i> and <i>An Unsafe Place to Store Money</i>. Encourage the children to give reasons for their decisions. Invite the children to talk about different places where they and members of their family keep money safely.</p>	<ul style="list-style-type: none"> <li>• See <b>Teaching Guidance</b> for information on using <b>puppets</b>.</li> <li>• Establish role play areas where children can learn different ways of getting their money e.g. <i>supermarket hole in the wall, bank, post office</i>. Encourage the children to discuss questions such as the following: <ul style="list-style-type: none"> <li>• Why do people keep their money in these places?</li> <li>• Who puts it there?</li> <li>• What do people have to do to get the money out?</li> <li>• What happens to the money that is left once some has been taken away?</li> </ul> </li> <li>• Invite them to talk about what people do when they do not have much money left e.g. <i>earn some more, spend less, save money for a longer time</i>.</li> <li>• Ensure that the children understand that if they don't want to spend money straight away they can save it in a safe place like a bank or building society for when they need it.</li> <li>• Where relevant, draw the children's attention to the different ways that money is looked after and accounted for in school e.g. <i>keeping records of foods purchased for the school tuck shop, school office records of money collected for a school trip, records of money raised for the school's chosen charity</i>.</li> <li>• Ensure that the children understand that if they find money, they should always hand it in to someone who can keep it safe e.g. <i>a trusted person</i>. This person will keep the money safe while the owner is being traced. The children may want to reflect on the trusted people within their <b>Safety Circle</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>10 To understand what happens if we do not have enough money to pay for something.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• talk about what happens if we have more or less money and how this makes us feel</li> <li>• identify times when I may not have enough money for what I want</li> <li>• show how I can make choices about what I buy so that I can save money for what I would really like to buy</li> </ul>	<p>10.1 Introduce the children to a board game with a track, counters and a dice. Each child is represented by a counter and is given 3p to put in their purse/wallet. As each child rolls the dice in turn and moves around the track, there are opportunities to land on squares where they can gain small amounts of pocket money to add to their purse, or opportunities to spend their money on items such as <i>currant buns</i>, <i>sweets</i>, <i>apples</i> or <i>small toys</i> priced at 1p or 2p. In the middle of the track are some large toys such as a <i>teddy bear</i> and <i>toy cars</i> priced at 10p. As they proceed around the track the children are required to choose whether they will spend their money on the smaller items or save their money to buy larger items once there are enough pennies in their purse/wallet. However, every so often the children may also land on a square whereby they lose a penny because they have forgotten to do up their purse/wallet. The players can continue to go around the track for a set period of time or until they have bought the items of their choice. At the end of the game, invite the children to talk about their experience of playing the game including how it felt not to have enough money for what they wanted to buy and how it felt once they had saved enough money to buy their chosen item.</p>	<ul style="list-style-type: none"> <li>• Families will have different attitudes and approaches to managing their money including how they spend and save money. Teachers may need to be sensitive to situations where families may be experiencing unemployment and or debt.</li> <li>• Add variations to this game by providing each child with a mini bank where they can choose to save money that they know they can not get out again until they have enough money for a specific item of choice. This mini bank could earn 1p each time the child completes a lap of the track as a way of teaching children about the benefits of putting money into a savings account and earning interest.</li> <li>• See electronic <b>board game format</b> in the <b>Teaching Guidance</b>.</li> </ul>





## Resources to Support this Unit

The following resources are included in the MW F Resource Pack linked to this unit:

1. 'Mary, Mary'

These resources are directly referenced within this unit:

**Start Up Citizenship: Improving Our School Grounds** Louise and Richard Spilsbury

**Start Up Geography: Journey to School** Anna Lee

**The Jolly Postman** Janet and Allan Ahlberg

**Start Up Geography: Jobs People do** Anna Lee

**Oi! Get Off Our Train** John Burningham

**Start Up Geography: Rubbish and Recycling** Anna Lee

**Jasper's Beanstalk** Nick Butterworth and Mick Inkpen

**I Completely Know About Guinea Pigs (Charlie and Lola)** Lauren Child

**Start Up Citizenship: Animals and Us** Louise and Richard Spilsbury

**Look After Your Planet (Charlie and Lola)** Lauren Child

**Going Shopping** Sarah Garland

**Google Maps** [www.maps.google.co.uk](http://www.maps.google.co.uk)

Zoomable maps of the local area, based on a postcode or address.

These may also support work on this unit:

**Doing the Garden** Sarah Garland

**The Tiny Seed** Eric Carle

**How a Seed Grows** Helene J Jordan

**Eddie's Garden: and How to Make Things Grow** Sarah Garland

**Shaggy Dog and the Terrible Itch** David Bedford and Gwyneth Williamson

## Sources of Information and Support

### Cambridgeshire Environmental Education Service (CEES)

[www.cees.org.uk](http://www.cees.org.uk)

Support for Eco Schools, Sustainable Schools and Environmental learning outside the classroom is available from CEES in the form of staff and governor training, and day and residential courses for children (including exploring the environment, minibeasts, plants and eco action). Available to schools in and outside Cambridgeshire.

Email: [cees.stibington@cambridgeshire.gov.uk](mailto:cees.stibington@cambridgeshire.gov.uk) Tel 01780 782386

### BBC Breathing Places [www.bbc.co.uk/breathingplaces](http://www.bbc.co.uk/breathingplaces)

Breathing Places is a major BBC Learning campaign to inspire and motivate schools and communities to create and care for nature-friendly green spaces.

### Eco Schools [www.eco-schools.org.uk](http://www.eco-schools.org.uk)

An international "green flag" award scheme which offers a simple seven-step process for schools to follow to help them address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

### Learning Outside the Classroom [www.lotc.org.uk](http://www.lotc.org.uk)

The Learning Outside the Classroom Manifesto, launched by the DES in 2006, acts as a shared statement of intent for all who see the benefits to young people and want to help bring about this vision of high quality, meaningful learning experiences outside the classroom. The site also includes practical guidance, resources and CPD modules.

### Sustainable Schools [www.nationalcollege.org.uk/sustainable-schools](http://www.nationalcollege.org.uk/sustainable-schools)

The Sustainable Schools is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life.

### Outdoor Education Adviser Service

Cambridgeshire schools - Refer to CCC portal resource id 279. For advice and guidance about planning and organising visits and out of school learning opportunities see Evolve website [www.cccpccvisits.org.uk](http://www.cccpccvisits.org.uk)

For national information and guidance about organising visits and off site learning, see [www.oaepg.info](http://www.oaepg.info). To find your local Outdoor Education Adviser visit [www.oaepg.info](http://www.oaepg.info)

### Google Maps [www.maps.google.co.uk](http://www.maps.google.co.uk)

Zoomable maps of the local area, based on a postcode or address.

### RHS Campaign for School Gardening

[www.rhs.org.uk/Children/For-schools](http://www.rhs.org.uk/Children/For-schools)

Advice and information about growing plants.

### Cambridgeshire Recycling Education Centre

[www.cambridgeshire.gov.uk/environment/recycling/education](http://www.cambridgeshire.gov.uk/environment/recycling/education)

This centre provides people with a unique opportunity to find out what happens to their waste and why it is so important that we all reduce, reuse and recycle more. The centre has a trained teacher to deliver curriculum-linked sessions for children and students with practical, fun, hands-on activities.

### Wood Green Animal Shelter [www.woodgreen.org.uk](http://www.woodgreen.org.uk)

For information, guidance and visits on animal welfare and responsible pet ownership. Includes an education section for teachers.

### RSPCA [www.rspca-education.org.uk](http://www.rspca-education.org.uk)

For interactive resources and activities, including teachers' notes, covering topics including pet care, animal needs, animals and the law and charities and volunteering.

### Personal Finance Education Group [www.pfeg.org](http://www.pfeg.org)

Guidance and resources to help schools plan and teach financial capability.

### My Money Week [www.mymoneyonline.org](http://www.mymoneyonline.org)

Free resources for school to teach about financial capability in money week.

### Life Education Centres (LEC) [www.lifeeducation.org.uk](http://www.lifeeducation.org.uk)

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between unit MW F and LEC programme :

The Reception LEC programme includes time to reflect upon and discuss the people who look after them at school.

# ***Cambridgeshire Primary Personal Development Programme***

## **Citizenship 2 • MW F Me and My World**

### **Contents**

Resource 1 - Mary, Mary	1
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Click on the title of the resource you require.

## **Resource 1 - Mary, Mary**

### Mary, Mary Quite Contrary

Mary, Mary Quite Contrary  
How does your garden grow?



With silver bells and cockleshells  
And pretty maids all in a row.

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Term: Autumn/Spring/Summer

Citizenship 2 MW F Me and My World		R	A	G	Notes
Section A - At School					
1. To identify the people who look after them at school and understand their roles.					
2. To understand ways that they can help to look after the school environment.					
Section B - At Home					
3. To understand ways that they can help to look after their things and their home.					
Section C - In the Neighbourhood					
4. To recognise and understand the purpose of different places and features in their neighbourhood.					
5. To recognise and understand the jobs of different people in their neighbourhood including people who help them.					
6. To understand ways of looking after their local outdoor area and keeping the environment special for everyone.					
Section D - Caring for Living Things					
7. To understand ways of caring for plants and animals.					
Section E - Financial Capability					
8. To understand what money is and what it is used for.					
9. To understand different ways of looking after money.					
10. To understand what happens if we do not have enough money to pay for something.					