Pilgrim Federation
EYFS & KS1
Learning Theme:













People Who Help Us

Links to Other Learning Themes:
This Learning Theme links to:
Animals Including Pets
The Great Fire of London
Our Bodies
Our Planet
Transport
Where We Live

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: People Who Help Us

Big Question: What does it mean to have a job?

<table>
<tr><td colspan="2">Focus of Learning (INTENT):
Within the learning theme of ‘People Who Help Us’, the children will learn about the meaning of a job. They will explore different jobs and what they entail. They will think about doctors and nurses, their roles in society and where they work, including a GP surgery and a hospital. The children will learn about the role of a police officer, firefighter, dentist and vet and recognise the different roles and responsibilities that they have within their jobs. They will recognise who to go to when they need help and learn who to contact in an emergency. The children will develop topic-specific vocabulary related to each key question and use this within spoken language.</td><td colspan="2" rowspan="2">Prior Learning/Links to Learning Themes:
Children will be familiar with different roles within society from reading books, watching television programmes and general knowledge.
Some children will be able to identify the jobs of people that are important to them.
Some children may have a job aspiration and know what they want to be when they grow up.
Links to the learning theme ‘Superheroes’ as pupils think about real-life superheroes.
Children explore emergency vehicles within play.
Children may have visited a police station, fire station, dentist or vets before.
Children may have been treated by a doctor or nurse before or visited a hospital first-hand.</td></tr>
<tr><td colspan="2">Key Questions for Teaching:
What does it mean to have a job?
Who are doctors and nurses?
Where do they work?
What does a police officer do?
Where does a police officer work?
What does a firefighter do?
What does a firefighter travel in?
What does a dentist do?
What does a vet do?
Who does a vet help?</td></tr>
<tr><td>Focused Literacy Texts:</td><td>The Jolly Postman
Emergency
Burglar Bill
Firefighters (Information Text)
Maisy Goes to the Dentist
The Hospital Dog</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>Real Superheroes
Mr Tick the Teacher
Cops and Robbers
You Can’t Call an Elephant in an Emergency
A Superhero Like You!
Charlie the Firefighter</td></tr>
</table>

			• Just the Job for Dad • Dinosaur Police • Topsy and Tim Books
Role-Play Opportunities	• Police Station • Fire Station • Hospital • Vets • Dental Surgery • Large-Scale Police Car, Fire Engine, Ambulance, Helicopter		
Nursery Rhymes & Songs	Miss Polly Had a Dolly; Busy Farmer Ben; Old McDonald Had a Farm; Cobbler, Cobbler Mend My Shoe; Dr Foster Went to Gloucester; The Grand Old Duke of York; I am the Baker Man; I'm a Pirate; One Man Went to Mow; This is The Way We Lay Bricks; Brush Your Teeth; 999 Emergency Song; Being Helpful; I'm a Firefighter; Special Helpers; Five Little Monkeys Jumping on the Bed; There Are Lots of People to Help Us.		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 **What does it mean to have a job?** Text – The Jolly Postman	N/R – Invite a parent(s) into school to talk about their job. Provide the children with different dressing up costumes that relate to different jobs. Encourage them to take part in pretend play. N/R – Talk about being helpful and how people are helpful at work.	N/R – Talk about people who help us. How do they help us? R – Make thank you cards for people that help us.	N/R – Provide the children with different tools/equipment related to different jobs e.g. postal worker (bikes, post box), gardener (different sized brushes, gardening tools, wheelbarrows), builder (tools and a workbench), teacher (clipboards, paper, different pens/pencils).	**Autumn Term** N/R – Share the text and discuss the role of a **postman.** What does it mean to be a postman? N – Take part in pretend play as a postman. N – As a group, complete a story map of The Jolly Postman. N – Provide the children with stick puppets and act out the story using spoken language and key refrains from the text. N – Create The Jolly Postman's Post Office and allow the children to 'write' letters and postcards.	Following White Rose Maths	N – Provide the children with different cardboard cut-outs of people who help us. Use different materials to decorate them. R – Paint portraits of different people that help us and add these to a display. Write labels for each portrait to add to the display e.g. nurse. R – Make/sew hand puppets of people who help us.	N – Invite the children to discuss what they want to be when they grow up. Use different dressing up resources and let them dress up as this role. R – Children to draw what they want to be when they grow up. Record a sentence 'When I grow up I want to be a…'

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				R - Provide the children with stick puppets and act out the story using spoken language and key refrains from the text. R – Draw a postman and write /p/ for postman. Explain to an adult orally what a postman does. R – Independently sequence the story. Orally tell an adult what is happening in each picture. R – Make a card to send to someone of their choice. Add marks for meaning. Add a stamp and send this to the post box.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				**Spring Term** N/R – Share the text and discuss the role of a postman. What does it mean to be a postman? N – Create a story map of The Jolly Postman. N – Draw a picture of a postman and write /p/ for postman. N – Create a postcard area and encourage the children to write postcards using marks for meaning. N – Act out the story in detail using key vocabulary. R – Act out the story using puppets. Sequence the story as a whole class and discuss what is happening at each stage.			
	Communication and Language	**Personal, Social,**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development					
Week 1 (cont.)				R – Draw a story map and add a key phrase or sentence to each picture. R – Draw a picture of a postman and write a key phrase to explain what a postman does e.g. A postman sends post. R – Write a simple letter to a friend.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 **Who are doctors and nurses?** **Where do they work?** Text – Emergency	N/R – Turn the home corner into a hospital. Add bandages and different first aid equipment as well as teddies/dollies. Can they pretend to be a doctor or nurse? N/R – Look at the different equipment that doctors/nurses use. Talk about the uses of each piece of equipment. N – Sing Miss Molly Had a Dolly	N/R – Visit from a doctor/nurse to discuss their role. N/R – Pretend a dolly is unwell and needs to go to the hospital. What would they do to help the dolly? R – Invite somebody in to teach the children basic first aid.	N/R - Provide the children with bandages and plasters. Can they help the soft toys feel better by wrapping bandages around their legs or arms? N/R – Add large-scale paper to the classroom and some different emergency vehicles for the children to paint tracks with. N/R – Add washing detergent and brushes/sponges to the water tray to wash the babies.	**Autumn Term** N/R – Read the text and talk about the different roles of emergency workers. Link this so doctors/nurses. N – Pretend play as doctors/nurses. Name the different medical equipment used. N – Show the children photographs of different emergency workers. Which sound do they begin with? Peg the initial sound to the photograph. N – Look at a picture of an ambulance. Describe the ambulance. How does it move? N – Add a phone and notebook to the home corner. Pretend to be a receptionist at a GP surgery.		N – Use percussion instruments to make the different sounds of emergency vehicles. Can they do this at different volumes? R – Make ambulances with moving wheels. Verbally discuss how they made it and what they would change (evaluation).	N – Take part in a doctors and nurses role-play. How can the children make the babies/teddies feel better? R – Carry out a germ experiment. How can we keep safe from germs? Children to record how we can stay safe from germs e.g. 'I can wash my hands'.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				R – Draw a picture of a doctor or nurse. Add a /d/ or /n/ to the drawing. R - Add pieces of medical equipment through drawing or pictures – add initial sound labels. R – Use pictures of different emergency vehicles and add labels to them. R – Draw a picture for somebody that is unwell. Add marks for meaning and tell them to 'Get well soon'. **Spring Term** N/R – Read the text and talk about the different roles of emergency workers. Link this so doctors/nurses.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Carry out pretend play as a doctor/nurse. Make 'notes' using marks of the patient's injuries/illnesses. N – Make a cut-out ambulance. Add marks or initial sounds for labels. N – Draw a picture of a doctor or nurse. Add the initial sound. Discuss their role with an adult. R – Draw a picture of a doctor/nurse and write a sentence to explain their role e.g. A doctor looks after sick people. R – Draw a picture of a hospital. Write a sentence to explain what a hospital is e.g. Sick people go to a hospital.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 2 (cont.)				R - Draw a picture of an ambulance and add labels (adjectives to describe e.g. fast, yellow, green, noisy, blue lights). R – Write down the steps of 'what to do in an emergency'. R – Create a poster saying to call 999 if you feel unwell.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 **What does a police officer do?** **Where does a police officer work?** Text – Burglar Bill	N/R – Create a Police Station so that the children can pretend to be police officers. R – Talk about Stranger Danger and how the police help us. N/R – Provide the children with walkie-talkies to talk to one another.	N/R – Visit from a police officer to discuss their role. N/R – Talk about the different reasons for needing a police officer. N/R – Make a child a special helper.	N/R – Provide the children with toy police cars and car mats. N/R – Turn the bike area into a traffic management zone.	**Autumn Term** N/R Read the story and discuss the meaning of a burglar. N – Children to retell the story through pretend play, using props. N – Children to make their own mask. Talk about the steps taken to make the mask. N – Children to hide different items around the classroom for somebody else to find. Children to give verbal instructions to the child that needs to find them. N – Adult to place items in hidden places. Use positional language to describe the places they have been hidden.		N – Police handprint painting. R – Make a woven police car.	N – Set-up a crime scene investigation tuff tray. Can the children explore the scene? R – Draw a police officer and explain what they do (verbally). Write a sentence to explain the role of a police officer.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – As a group, orally compose describing words for a burglar. Add these to a mind-map. R – Use pictures to sequence the story. R – Verbally retell the story and add this to a story map. What happens in the beginning, middle and end? R – Create a lost poster for the baby that Burglar Bill stole. **Spring Term** N/R – Read the story and discuss the meaning of a burglar.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N – Wear a burglar mask and take part in a game of 'Cops and Robbers'. *Imaginative play – use key vocabulary e.g. "I'll have that" said Burglar Bill.* R – Look at a picture of Burglar Bill or a Burglar. Add describing labels e.g. bad, mean, unkind. R – Draw Burglar Bill. Write a sentence(s) to describe Burglar Bill as a character. R – Write a list of the things that Burglar Bill stole. R – Create a WANTED poster for Burglar Bill. R – Write an apology letter from Burglar Bill to the people he has stolen from.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4	N/R – Create a Fire Station and allow	N/R – Visit from a firefighter to	N/R – Create an obstacle course for	**Autumn Term**			

What does a firefighter do? What does a firefighter travel in? Text – Firefighters (Information Text)	the children to take part in pretend play where they are firefighters. N/R – Talk about fire safety. Do children know what their exit plans are? N/R – Talk about what you would do in a fire.	discuss their role. N/R – Talk about being brave and what this means.	the children to take part in and link this to 'firefighter training'. N/R – Draw chalk fires on the playground and provide the children with spray bottles/hoses to put the 'fires' out. N/R – Create a sensory tuff tray using red jelly and small world figures. Can the children rescue the people from the fire?	N/R – Use an information text based on firefighters and what they do. Discuss why firefighters are important. N – Learn the song 'I'm a Firefighter'. Dress up using costumes and perform this to the group. N – Make a split-pin firefighter. Talk about the role of a firefighter. N - Make a large-scale fire engine. Take part in imaginative play and 'drive' the fire engine around the classroom. What sounds would it make? .			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
				R – Create a poster on what to do in a fire! Add key information through drawing and mark making **Spring Term**			

				N – Make a fire engine using craft materials. Add labels using initial sounds. N – Make a split-pin firefighter and practise writing /f/. N - Learn the song 'I'm a Firefighter'. Dress up using costumes and perform this to their grown-ups! N – Make a fire engine and add labels using marks/initial sounds.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
				R – Share a range of texts (non-fiction) based on firefighters. Discuss key information from these. R – Record facts based on firefighters. R – Draw a firefighter and add labels to identify what they wear. Talk about the		N – Experiment with colour mixing of orange, yellow and red paint. Can the children create flames? N/R – Children to make their own fire engines using junk	N – Dress up as firefighters and pretend to put out fires. R – Draw a firefighter and write what they do.

				importance of the different parts of clothing. R - Make an information leaflet based on the role of a fire and what they do. Draw pictures and add key phrases e.g. drive a fire engine, put out fires, rescue pets.		modelling materials.	Use initial sounds to write /f/ for firefighter and verbally explain what a firefighter does. Write firefighter and a phrase to explain what they do e.g. they put out fires.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 5 **What does a dentist do?** Text – Maisy Goes to the Dentist	N/R – Make the home corner a Dental Surgery. Provide the children with equipment to re-enact being a dentist. N/R – Talk about personal hygiene and keeping clean. Why do we have to do this?	N/R – Visit from or to a dentist to discuss their role. N/R – Take part in a toothbrushing exercise and discuss the importance of keeping our teeth clean.	N/R - Place large-scale teeth and brushes in the classroom. N/R – Provide the children with the opportunity to cut up snack at snack time.	**Autumn Term** N/R – Share the book with the children. Talk about the characters in the story. N/R – Take part in imaginative play where the children are dentists. N – Make their names out of teeth (paper!). N – Make a toothbrush for Maisy and her friends.		N – Painting with toothbrushes (recognising them as a tool). R – Design and make their own toothbrush. R – What does the tooth fairy look like? Make a model of the tooth fairy using materials.	N/R – Carry out the 'Teeth Eggsperiment' as a group. R – Sequence how to brush your teeth and discuss each step.

	N/R – Talk about healthy and unhealthy foods. What impact do they have on our teeth?	N/R – Provide the children with different skeletal examples. Can they look at the different types of teeth?		R - Make appointments on appointment cards. R – Make a toothbrush for yourself. Add your name! R – Use pictures to sequence how to brush your teeth. Discuss each stage.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 5 (cont.)				R – Write simple instructions on how to brush your teeth. Add toothpaste. Brush your teeth. Spit. **Spring Term** N/R – Have a look at the front cover of the book. Look at the characters. Where are they going? How do we think they'd feel? N - Take part in imaginative play where the children are			

				dentists. Provide them with appointment cards and add marks for meaning. N – Make a toothbrush for Maisy and her friends. Add marks to add their names.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 5 (cont.)				N – Sequence how to brush your teeth using pictures. Discuss each stage. R – Reflect on their own experiences of visiting the dentist. Draw themselves and add a speech bubble saying how they felt. R – Sequencing how to brush your teeth by drawing pictures of each stage and add labels. R – Write a set of instructions on how to clean your teeth. R – Create a poster on how to keep your teeth clean and healthy.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 **What does a vet do?** **Who does a vet help?** Text – The Hospital Dog	N/R – Create a Vet's Surgery and encourage the children to re-enact the role of a vet. N/R – Invite children to bring their pets to school.	N/R – Visit from a vet to discuss their role. N/R – Talk about the wants/needs of pets. N/R – Talk about how we can look after pets.	N/R – Provide children with toy dogs and leads so they can 'walk them'. N/R – Place different sized brushes in the water tray and encourage the children to wash the animals.	**Autumn Term** N/R – Introduce the children to the text and predict what the story is going to be about. N/R – Make buses like the one that Dot takes to the hospital. R - Add labels to name the buses e.g. 'Bus 78'. N/R – Make a dog mask like Dot! Decorate it with black spots using circular shapes. R – Talk about an adjective and describing words. Add labels to their Dot mask. N – Make a collar for Dot the dog. Add marks for Dot's name. R – Write a list of the places that Dot visits.		N/R – Create pet portraits. Encourage colour mixing. R – Explore artistic effects when creating their portrait.	N – Use different toy animals and re-enact how to look after them. Explain how to keep them safe and healthy. R – Draw a picture of a pet and recall how they need to be looked after. Write a sentence to record how they look after their pets.
	Communication and Language	**Personal, Social,**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

		Emotional Development					
Week 6 (cont.)				R – Look at the rhyming words from the story. **Spring Term** N/R – Introduce the children to the text and predict what the story is going to be about. R - Use the sentence stem 'I predict that' or 'I think that' to record predictions based on the book. N/R – Discuss how Dot makes people feel. Create a mind-map of 'feelings words'. N – Learn the sign 'hello' in Makaton/British Sign Language. N – Make buses and write the word 'Bus 78' using marks/sounds that are recognisable.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				N – Make Dot's collar and write her name using recognisable letters. R – Draw Dot and write a sentence(s) to describe her. Dot is kind. Dot has spots. Dot is good. R - Write a list of the place that Dot visits using the sentence stem 'Dot got on the/went to the…' R – Write a thank you letter to Dot for being kind and visiting the children in the hospital.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 Christmas Autumn Term Only	N/R – Using props, retell the Christmas story. R - Teach the children the Christmas song 'Santa Got Stuck Up the Chimney'. How can Santa get out of the chimney?	N/R - Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special and write their responses on stars. Make a card for someone who is special to them.	N/R – Use large apparatus or objects to build a new sleigh for Father Christmas. Add different media and materials to create a 'Santa's Workshop'. Create a letter writing station for the children to send letters to Father Christmas. Add winter scented playdough for children to create with.	N – Draw pictures of what they would like for Christmas. Add marks to represent meaning to create a letter for Father Christmas. Draw Santa's Workshop. Draw Santa and label with initial sounds. R – Christmas lists. Letters to Father Christmas. Describe Santa's Workshop. Draw Father Christmas and label him using adjectives e.g. black, shiny boots.		N - Create split pin nutcrackers. R – Create stained-glass windows. N/R – Make Christmas biscuits or mince pies.	N/R – The Christmas Story and the Birth of Jesus. N/R – Why and how do we celebrate Christmas? How is this different to other countries?

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about 'People Who Help Us' children will be able to answer the following questions:

1. **Who are some of the people you know who help us every day?** This opens up the conversation and encourages them to think broadly.

2. **How does a police officer help us?"** (You can substitute with other professions like doctors, firefighters, teachers, etc.) This focuses on specific roles and their functions.

3. **If you needed help, who would you ask, and why?** This helps them identify trusted adults and understand when to seek assistance.

4. **What are some kind things you can do to help other people?** This encourages them to think about their own role in helping others.

5. **Why is it important to say 'thank you' to people who help us?** This helps to reinforce the importance of gratitude.

6. **If you saw someone feeling sad or lonely, how could you help them?** This encourages them to think about emotional support, and empathy.

Other questions to consider:
If you could give a special 'thank you' to someone who helps us, who would it be and how would you thank them? This encourages creative thinking about expressing gratitude.
What tools do people who help us use? (e.g., a doctor uses a stethoscope) This focuses on the practical side of helping and introduces vocabulary.
How do people who help us work together? This introduces the concept of teamwork and collaboration.
What would happen if we didn't have people who helped us? This encourages them to think about the importance of these roles and their impact.
Can children help too? What are some ways you can help at home or at school? This empowers them to see themselves as capable of helping.
If you could design a special 'thank you' badge for people who help us, what would it look like? This combines artistic creativity with the theme of gratitude.

Key Vocabulary

Key vocabulary for Key Stage 1 relating to the learning theme 'People Who Help Us', broken down by common categories of helpers:

General & Core Concepts:
Help/Helper: Someone who gives assistance or support.
Job/Occupation: The work a person does, especially regularly for payment.
Community: A group of people living in the same place or having a particular characteristic in common.
Role: The function or position that someone has in a particular situation or organization.
Emergency: A serious, unexpected, and often dangerous situation requiring immediate action.
Uniform: A special set of clothes worn by all members of an organization or group.
Equipment/Tools: The necessary items for a particular purpose or activity.
Service: The action of helping or doing work for someone.
Care: The provision of what is necessary for the health, welfare, maintenance, and protection of someone or something.
Safety: The condition of being protected from or unlikely to cause danger, risk, or injury.

Emergency Services:
Police Officer:
Police station
Police car/Van
Siren
Handcuffs
Whistle
Helmet
Law
Rules
Protect
Danger
Emergency number (999)

Firefighter:
Fire station
Fire engine/Fire truck
Hose
Ladder
Axe
Helmet
Extinguisher
Fire (safe vs. dangerous)
Smoke
Rescue
Emergency number (999)

Paramedic/Ambulance Crew:
Ambulance
Stretcher
First aid kit
Bandage
Hospital
Doctor
Nurse
Injured
Sick
Caring
Emergency number (999)
Healthcare Professionals

Doctor:
Surgery
Stethoscope
Medicine
Thermometer
Prescription
Patient
Healthy
Illness

Nurse:
Ward
Injection
Caring
Comfort

Dentist:
Dental surgery
Toothbrush
Toothpaste
Teeth
Healthy gums
Clean
Check-up
Education

Teacher:
School
Classroom
Lessons
Learning
Books
Pencils

Reading
Writing
Numbers
Helpful
Kind

Teaching Assistant (TA):
Support
Individual help
Community Helpers

Postal Worker/Postman/Postwoman:
Post box
Stamp
Letter
Parcel
Deliver
Mail
Sorting office

Librarian:
Library
Books
Borrow
Return
Quiet
Storytime
Information

Shopkeeper/Assistant:
Shop
Money
Buy
Sell
Customer
Goods

Refuse Collector/Dustbin Man/Woman:
Dustbin/Bin
Rubbish/Waste
Recycle
Collector
Keep clean

Farmer:
Farm
Animals

Crops
Grow
Tractor
Food

Chef/Cook:
Kitchen
Restaurant
Food
Prepare
Cook
Recipe

Builder:
Building site
House
Tools (hammer, saw, bricks)
Hard hat
Construct
Build

General Actions & Qualities
Listen: To pay attention with one's ear to what someone is saying.
Understand: To perceive the intended meaning of (words, a language, or a speaker).
Trust: Firm belief in the reliability, truth, or ability of someone or something.
Respect: A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
Thank you: An expression of gratitude.
Important: Of great significance or value.
Brave: Ready to face or endure danger or pain; showing courage.
Kind: Having or showing a friendly, generous, and considerate nature.
Caring: Displaying kindness and concern for others.

Art & Design

Art & Design objectives for Key Stage 1 with the 'People Who Help Us' Learning theme offers opportunities for creative exploration and skill development. This is a breakdown of objectives, drawing from the National Curriculum for Art and Design, tailored to this theme:

The KS1 Art & Design curriculum aims to ensure that all pupils:
Produce creative work, exploring their ideas and recording their experiences.
Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
Evaluate and analyse creative works using the language of art, craft and design.
Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Applied Objectives for 'People Who Help Us'
Here's how these core objectives can be specifically addressed within the 'People Who Help Us' theme:

1. Producing Creative Work, Exploring Ideas and Recording Experiences:

Objective: To use a range of materials creatively to design and make products related to people who help us.
Activities:
Designing and making uniforms for different helpers (e.g., paper police hats, firefighter helmets from cardboard).
Creating models of emergency vehicles (e.g., ambulance, fire engine) using junk modelling materials.
Designing badges or symbols for specific helping professions.
Creating "toolkits" for different helpers using various craft materials.

Objective: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about people who help us.
Activities:
Drawing portraits of various helpers, focusing on their uniforms and tools.
Painting pictures of helpers in action (e.g., a postman delivering mail, a doctor examining a patient).
Creating 3D models of people who help us using clay, playdough, or other malleable materials.
Using finger painting or sponge printing to create patterns or textures representing aspects of their jobs (e.g., smoke for a firefighter, road for a refuse collector).

2. Becoming Proficient in Drawing, Painting, Sculpture, and Other Techniques:

Objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space when depicting people who help us.
Activities:
Colour: Exploring the colours of different uniforms (e.g., blue for police, red for firefighters), mixing colours to create specific shades.
Pattern: Creating patterns on uniforms or vehicles (e.g., stripes on a police car, repeated shapes on a paramedic's uniform).
Texture: Experimenting with different materials to create texture (e.g., scrunched paper for rough surfaces, smooth fabric for uniforms).
Line: Using different types of lines to draw figures, vehicles, and tools (e.g., straight lines for buildings, wavy lines for hoses).
Shape & Form: Identifying and creating 2D shapes (e.g., rectangular ambulances, circular wheels) and exploring how these translate into 3D forms in sculpture.
Space: Thinking about how people and objects are placed on the page or in a 3D model (e.g., a firefighter high up on a ladder, a doctor standing next to a patient).

Objective: To use a variety of tools and materials safely and effectively.
Activities: Practising cutting with scissors, gluing, tearing paper, using paintbrushes, working with clay tools, etc.

3. Evaluating and Analysing Creative Works:

Objective: To talk about their own work and the work of others, using simple art vocabulary.
Activities:

Discussing what they like about their own artwork of a helper and why.
Looking at each other's work and saying what they notice about the colours, lines, or shapes used.
Explaining their choices of materials or techniques for a particular helper.

Objective: To express preferences and make simple judgements about art.
Activities: "Which uniform looks most realistic?" "Which emergency vehicle is the most exciting?" "How does this drawing make you feel about the helper?"

4. Knowing About Great Artists, Craft Makers and Designers:
Objective: To look at and discuss the work of artists, craft makers, and designers who depict people or occupations.
Activities:
Showing examples of portraits by famous artists (e.g., Picasso's portraits, Frida Kahlo's self-portraits) and discussing how they show different people.
Looking at illustrations in children's books that feature people who help us and discussing the style of the illustrations.
Exploring art that depicts everyday life or specific professions, even if not "great" artists, to inspire their own interpretations.

Cross-Curricular Links (Enhancing the Theme):
Understanding the Role: Art can be used to help children understand the different roles and responsibilities of helpers.
Empathy: Through creating artwork, children can develop empathy for the people who help them.
Safety Messages: Art can be used to create posters or simple messages about safety relating to different helpers (e.g., "Stop, Drop, and Roll" poster).

Other Art & Design activity ideas, blending creativity with learning about "People Who Help Us":

Drawing & Painting:
"My Superhero Helper": Encourage children to draw and paint their own version of a helper as a superhero. What special tools or powers would they have? This allows for imaginative character design and exploration of different roles.

Portrait Gallery of Helpers: Have children draw or paint portraits of different people who help them – firefighters, nurses, teachers, postal workers, shopkeepers, family members. Discuss the unique features and uniforms of each.

"A Day in the Life": Children can draw a scene depicting a helper in their work environment. A doctor in a surgery, a builder on a construction site, a farmer in a field. This encourages understanding of different workplaces.

Handprint Helpers: Use handprints to create different figures of helpers. A handprint with a hat could be a police officer, adding details with paint or markers. This is a fun and tactile activity.

Painting with Tools: Explore using unconventional tools for painting, inspired by the tools helpers use. For example, using sponges like builders' blocks or cotton buds for delicate details like a nurse's uniform.

Collage & Mixed Media:
Uniform Creations: Provide various materials like fabric scraps, paper, buttons, and string for children to create collages of different uniforms. This helps them recognise the visual cues associated with different jobs.

"My Helper's Bag": Children can create a collage of items they think a specific helper might carry in their bag or toolkit. A doctor's bag with a stethoscope and bandages, a gardener's bag with seeds and trowel.

Community Helper Scene: Create a large collaborative collage of a community with different helpers in their roles. Children can contribute individual elements like buildings, vehicles, and figures.

Texture Tools: Use textured materials in collages to represent the tools or environments of different helpers. Sandpaper for a builder's rough materials, shiny foil for a paramedic's equipment.

3D & Construction:
Building Our Community: Using building blocks, recycled materials (cardboard boxes, tubes), or playdough, children can construct models of buildings where helpers work – a fire station, a hospital, a school.

Making Helper Vehicles: Use cardboard boxes, toilet paper rolls, and other recyclable materials to create models of vehicles used by helpers – fire engines, ambulances, police cars, delivery vans.

Playdough People: Encourage children to sculpt figures of different helpers using playdough, paying attention to details like their clothing and any tools they might hold.

Puppet Helpers: Create simple puppets of different helpers using socks, paper bags, or lolly sticks. Children can then put on a puppet show about how these helpers assist the community.

Textiles & Design:
Designing a Helper's Badge: Children can design and create their own badges for a specific helper using felt, fabric scraps, and safety pins (with adult supervision).
Patterned Uniforms: Explore creating simple repeating patterns on paper or fabric to design a unique uniform for a helper.

Tips for Implementation:
Start with Discussion: Begin each activity with a discussion about the specific helper being focused on, their role, and the tools they use.
Sensory Exploration: Incorporate different textures and materials to engage children's senses.
Cross-Curricular Links: Connect these activities with literacy (writing about helpers), numeracy (counting tools), and understanding the world (learning about different jobs).

Computing

The 'People Who Help Us' Learning Theme in KS1 offers opportunities to integrate computing objectives. Here's a breakdown based on the National Curriculum for Computing, with specific links to the theme:

Overarching KS1 Computing Objectives (from the National Curriculum):

Algorithms & Programming:
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Create and debug simple programs.
Use logical reasoning to predict the behaviour of simple programs.

Information Technology:
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Recognise common uses of information technology beyond school.

Digital Literacy & Online Safety:
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Computing Objectives linked to 'People Who Help Us':
1. Algorithms and Programming
Objective: Understand what algorithms are and how they are implemented as programs.
Activity Idea:
Emergency Service Routines: Create a simple algorithm (a set of step-by-step instructions) for a "firefighter putting out a fire" or a "police officer helping someone across the road." Children can act this out or draw it.
Bee-Bot Journeys: Program a Bee-Bot (or similar programmable toy) to navigate a map of a town, stopping at different places where helpers work (e.g., fire station, hospital, school). The algorithm is the sequence of instructions given to the Bee-Bot.
Daily Routines: Create algorithms for the daily routine of a particular helper (e.g., "Nurse waking up and going to work").

Objective: Create and debug simple programs.
Activity Idea:
ScratchJr Scenarios: Use ScratchJr to create simple animations or stories about helpers. For example, a doctor sprite moving to help a patient sprite, or a police car sprite driving to a problem. Children will be "debugging" if their code doesn't make the sprites move as intended.
Interactive Storybook: Create a simple interactive story using a programming tool where children can choose what a helper does next (e.g., "Does the postman deliver the letter or the parcel?").

Objective: Use logical reasoning to predict the behaviour of simple programs.
Activity Idea:
Predicting Bee-Bot Paths: Before programming, ask children to predict where the Bee-Bot will end up if they give it a certain sequence of instructions.
"What happens next?" with ScratchJr: Show children a simple ScratchJr sequence related to a helper and ask them to predict what will happen when the code runs.

2. Information Technology
Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Activity Idea:
Digital Posters: Create digital posters about different "people who help us" using drawing software (e.g., Paint, Google Drawings) or simple presentation tools. They can draw, add text, and insert pictures.
Collecting Information: Use a tablet or camera to take photos of different people who help them in school (e.g., teacher, dinner staff, caretaker) and then organise these photos into a digital album or collage.
Story Writing: Type and illustrate a short story about a helper using a word processing program or a simple digital storytelling app.
Creating "Thank You" E-cards: Design and send digital "thank you" cards to people who help them, using simple design software.

Objective: Recognise common uses of information technology beyond school.
Activity Idea:
Discussing Technology Used by Helpers: Talk about how different helpers use technology in their jobs.
Police: computers, radios, speed cameras.
Doctors/Nurses: computers for patient records, monitors, scanners.
Firefighters: GPS, communication systems.
Shopkeepers: tills, barcode scanners.
Postal workers: handheld scanners for deliveries.
Role-play with Technology: Incorporate real (or toy) technological devices into role-play areas for different helpers (e.g., a toy laptop for a doctor's surgery, a toy walkie-talkie for a police officer).
Virtual Tours: Watch short, age-appropriate videos or virtual tours that show people helping and using technology in their jobs (e.g., "A day in the life of a paramedic").

3. Digital Literacy and Online Safety
Objective: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Activity Idea:
Sharing Information Safely: Discuss what kind of information is okay to share online when researching helpers (e.g., what their job is) and what is not (e.g., their home address, personal details).
Reliable Sources (Simple): When looking for images or information about helpers online, guide children to use trusted websites (e.g., educational sites) rather than random image searches. Discuss that not everything online is true.
Asking for Help: Reinforce the message of telling a trusted adult if they see something online that makes them feel uncomfortable, particularly when researching about helping roles.
Respectful Communication: If creating digital messages or cards for helpers, discuss how to write respectfully and positively.

Other Computing activity ideas, focusing on different areas of computing:

Digital Storytelling & Multimedia:
"My Helping Hero" Slideshow: Children can draw or create digital pictures of different people who help them (police officer, firefighter, doctor, teacher, etc.). They can then record their voices describing what that person does and why they are helpful. This introduces basic image handling and audio recording.

Animated Stories: Using simple animation apps (like ScratchJr or Purple Mash 2Animate), children can create short animations of a helper doing their job. For example, a firefighter putting out a fire or a nurse helping a patient. This develops sequencing and basic animation skills.

"Thank You" Videos: Children can create short video messages thanking different helpers. This could involve holding up drawings, saying simple sentences, or even acting out a small scenario. This introduces basic video creation and communication.

Coding & Algorithms:
"Help the Helper" Maze Games: Using block-based coding platforms (like ScratchJr or Code.org's Hour of Code activities), children can program a character (e.g., a doctor or a delivery driver) to navigate a simple maze to reach someone who needs help. This introduces basic algorithms, sequencing, and debugging.

Following Instructions: Children can give each other simple, step-by-step instructions (algorithms) on how to perform a task related to a helper, like "Put on the firefighter's helmet," "Pick up the doctor's bag," or "Drive the police car forward two steps." This reinforces the concept of algorithms in a tangible way.

Sorting Helpers: Create digital or physical cards with pictures of different helpers. Children can then create simple code or follow instructions to sort them into categories (e.g., emergency services, school helpers, community helpers). This introduces the concept of sorting and categorisation.
Digital Art & Design:
Designing Uniforms: Children can use simple drawing tools on tablets or computers to design uniforms for different helpers. They can think about the colours and symbols that represent their roles. This develops digital art skills and encourages creative thinking.

Creating Helper Badges: Children can design digital badges for different helpers, perhaps including their name or a symbol of their job. This introduces basic graphic design concepts.

Building a Community: Using simple drawing or building apps (like Toca Builders), children can create a digital representation of their community, including the places where different helpers work (fire station, hospital, school).

Online Safety & Communication:
Who Can Help Online?: Discuss with children who they can trust and talk to online if they need help, focusing on trusted adults like teachers and parents. This introduces basic online safety concepts.

Using Technology to Ask for Help (Role Play): In a safe and supervised environment, children can role-play using a tablet or computer to send a simple message asking for help in a pretend scenario. This introduces the idea of using technology for communication and seeking assistance.

Design & Technology

Design & Technology (D&T) objectives for Key Stage 1 relating to the 'People Who Help Us' Learning Theme. This curriculum focuses on an iterative process of designing and making, covering four main areas: Design, Make, Evaluate, and Technical Knowledge.
Here are some specific D&T objectives for KS1, tailored to the 'People Who Help Us' theme:

Design:

Design purposeful, functional, and appealing products for themselves and other users based on design criteria.

Example: Children can design a piece of equipment for a specific helper (e.g., a new tool for a gardener, a stronger bag for a postal worker, a clearer sign for a librarian). They should consider:
Who is the helper?
What problem does the product solve for them?
What will it look like?
What will it be made of?

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Example: Children can draw their designs, label them, and explain their ideas to a partner or the class. They could use simple drawing software to sketch their designs. They might create a cardboard mock-up of their chosen product.

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

Example: Children can use scissors to cut materials for a helper's uniform, safely use glue or tape to join parts of a model vehicle (e.g., an ambulance or fire engine), or manipulate clay to sculpt a figure of a helper.

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Example: Children could choose different coloured fabrics for a police officer's uniform, select strong card for a builder's hard hat, or pick appropriate ingredients for a healthy snack a paramedic might recommend.

Evaluate

Understand the importance of exploring and evaluating a range of existing products.

Example: Children can look at real or pictures of tools and equipment used by different helpers (e.g., firefighter's helmet, doctor's stethoscope, builder's tools). They can discuss what they like, what they don't like, and what could be improved.

Evaluate their ideas and products against design criteria.

Example: After making their product, children can test if it solves the problem they identified. Does the postal worker's bag hold the letters? Is the sign clear? Does the builder's hat stay on? They can suggest ways to improve their design next time.

Technical Knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable.

Example: Children could build a model of a fire station or police station, exploring how different shapes (e.g., triangles, squares) and joints (e.g., tabs, slots) make the structure more stable.

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Example: Children could design a moving part for a toy ambulance (wheels and axles) or a pop-up element for a thank you card to a helper (lever or slider mechanism).

Cooking and nutrition:
Use the basic principles of a healthy and varied diet to prepare dishes.
Example: Children could design and prepare a healthy snack for a school nurse to promote healthy eating, or a simple healthy meal a chef might cook.

Understand where food comes from.
Example: When working with food, children can discuss where the ingredients come from, linking to farmers and other people involved in food production.

Other Design & Technology activity ideas, focusing on different D&T skills and linking to the "People Who Help Us" Learning Theme:

Focusing on Construction & Structures:
Building a Fire Station/Police Station/Hospital: Children can use construction materials like blocks, LEGO, Duplo, or even recycled materials (cardboard boxes, tubes) to design and build a structure for a specific helper. Encourage them to think about the key features – where the fire engines go, where the patients are cared for, etc.

Making a Helper's Vehicle: Using cardboard, plastic bottles, and other craft materials, children can design and create vehicles used by people who help us, like fire engines, ambulances, police cars, or even a post van. They can focus on wheels that turn (using split pins or straws), adding details like ladders or flashing lights (using paint or coloured paper).

Designing a Home for a Guide Dog: This project can involve designing and building a model of a comfortable and safe space for a guide dog. They could consider bedding, food and water bowls, and a safe outdoor area (even if it's just a small fenced section).

Focusing on Mechanisms:
Creating a Moving Rescue Helicopter: Children can explore simple mechanisms like levers or pivots to create a helicopter with a moving rotor blade. They could use card, paper fasteners, and straws.
Making a Lifting Crane for Builders: Using string, pulleys (which can be simple loops over a support), and a container, children can design and build a simple crane to lift "materials" (small blocks or toys). This introduces the concept of lifting and moving objects.

Designing a Simple Alarm System: Using a buzzer or a bell (if available and safe), children can design a basic alarm system for a building that a helper might work in. This could involve a simple switch or a circuit made with foil and a battery.

Focusing on Textiles:
Designing and Making a Uniform for a Helper: Children can design and create a simplified version of a uniform for a chosen helper (e.g., a police officer's vest, a nurse's apron, a firefighter's tunic) using felt, fabric

scraps, and simple sewing techniques (hand stitching or gluing). They can think about colours and important symbols.

Creating a Puppet of a Person Who Helps Us: Children can design and make a simple puppet of a firefighter, doctor, or other helper using socks, fabric scraps, and craft materials. They can then use their puppets to role-play scenarios.

Designing a Bag for a Paramedic: Using fabric or felt, children can design and create a small bag with compartments to hold essential "tools" a paramedic might need (represented by small objects).

Focusing on Food Technology (with adult supervision):
Making Healthy Snacks for Helpers: Children can learn about healthy eating and prepare simple, healthy snacks that people who work hard might enjoy, like fruit skewers, mini sandwiches, or vegetable sticks with dip. This emphasises the importance of looking after those who help us.

Designing and Decorating Biscuits for a Thank You: Children can bake (with adult help) and decorate biscuits to give as a thank you to different people who help them in their community.

Tips for Implementation:
Start with Discussion: Begin by discussing the different people who help us in their community and the jobs they do.
Keep it Simple: Focus on basic skills and achievable outcomes for Key Stage 1 children.
Provide a Range of Materials: Offer a variety of materials to encourage creativity and problem-solving.
Encourage Design and Planning: Before making, encourage children to draw their ideas and talk about their plans.
Focus on the Process, Not Just the Product: Emphasise the learning and problem-solving involved in the making process.

Geography

For Key Stage 1, the Geography curriculum focuses on developing knowledge about the world, the United Kingdom, and the children's locality, alongside basic subject-specific vocabulary and geographical skills.

When linking to the 'People Who Help Us' learning theme, the geography objectives can be integrated to help children understand the spatial aspects of these roles and how they relate to the local community and wider world.

Here are some geography objectives for KS1 that relate well to the 'People Who Help Us' theme, drawing from the National Curriculum for Geography:

Locational Knowledge
To name and locate places where people who help us work in the local area. (e.g., the police station, fire station, hospital, school, shops, post office).

To use simple maps and globes to identify the location of their local area within the United Kingdom. (This helps contextualise where their local helpers fit into a larger geographical area).

To understand that some 'people who help us' work in different places around the world (e.g., aid workers, doctors helping in other countries), beginning to grasp the idea of global connections.
Place Knowledge

To understand geographical similarities and differences between their local area and a contrasting non-European country, with a focus on how people are helped in these places. (e.g., comparing emergency services or healthcare in their town to a village in a developing country).
To describe key human features of their local area related to 'people who help us'. (e.g., buildings like hospitals, schools, police stations, roads used by delivery drivers or ambulances).

To describe how the local environment (physical features) might influence the work of certain helpers. (e.g., farmers needing good soil, lifeguards working at the beach, mountain rescue in hilly areas).
Human and Physical Geography

To use basic geographical vocabulary to refer to key human features related to 'people who help us'. This includes:
Settlement: city, town, village (where people who help us live and work).
Land use: factory, farm, house, office, shop (places where different helpers work).
Transport: road, rail, air (how helpers travel or transport goods).

To understand how human activities shape the local area based on the needs of 'people who help us'. (e.g., building new schools for teachers, expanding hospitals for doctors).

Geographical Skills and Fieldwork
To use simple maps (such as a local area map) to identify the location of key places where 'people who help us' work.

To use and construct basic symbols in a key to represent different 'people who help us' workplaces on a map.

To use simple compass directions (North, South, East, West) and locational and directional language (e.g., near and far; left and right,[1] straight on) to describe the location of features and routes related to helpers (e.g., "The fire station is *north* of the school," or "Go *straight on* past the shop to find the police station").

To devise a simple map of their local area showing where different 'people who help us' might be found or work.

To use aerial photographs and plan perspectives to recognise landmarks and basic human features related to 'people who help us'. (e.g., identifying their school or local shops from an aerial view).

To conduct simple fieldwork and observation to study the local area, identifying and recording evidence of 'people who help us' and their workplaces. (e.g., walking around the school, looking for signs of different services).

How to integrate these objectives:
Mapping activities: Create a class map of the local area, adding pictures or symbols of different helpers and their workplaces.
Local walks: Take children on a walk around the school or local neighbourhood to identify places where helpers work.
Guest speakers: Invite 'people who help us' into the classroom and discuss where they work and what their geographical impact is.
Comparative studies: Look at pictures or videos of how people are helped in different parts of the world, discussing similarities and differences in buildings, transport, and tools.
By focusing on these geography objectives, children will develop a strong understanding of their local environment and how it is shaped by the presence and work of the 'People Who Help Us'.

Geography-focused activity ideas for "People Who Help Us":

Focusing on Location and Place:
Mapping Our Helpers:
Create a simple map of the local area (real or drawn).
Discuss different people who help them (police officers, firefighters, nurses, shopkeepers, postal workers, librarians, etc.).
Where might they find these people in their community? (police station, fire station, hospital, shops, post office, library).
Children can place pictures or drawings of these helpers on the map in the correct locations.
Geography Link: Understanding local landmarks and the concept of location.

Routes of the Helpers:
Talk about how some helpers travel to do their jobs (e.g., postal workers delivering mail, paramedics in an ambulance).
Draw simple routes these helpers might take on the map.
Discuss why they need to travel and the places they go.
Geography Link: Understanding routes and movement.

Comparing Helping Places:
Discuss the different buildings where people help us (hospital vs. fire station vs. school).
What are the key features of these buildings? What makes them suitable for the job? (e.g., a fire station needs space for fire engines).
Geography Link: Identifying and describing different types of buildings and their functions.

Focusing on Human and Physical Features:
Our School Helpers and the School Environment:
Who helps them at school? (teachers, teaching assistants, caretakers, dinner staff).
Where do these people work within the school?
How do the different spaces in the school help these people do their jobs? (e.g., a classroom for teaching, a kitchen for preparing food).
Geography Link: Understanding the different spaces within a familiar environment.

Helpers and the Weather:

Discuss how different weather might affect people who help us (e.g., firefighters in the heat, postal workers in the rain, gritters in the snow).
How do they adapt to different weather conditions? (e.g., wearing appropriate clothing, using special vehicles).
Geography Link: Understanding how weather impacts human activity.

Focusing on Geographical Skills:
Using Simple Directions:
Give simple directions to find different "helping" places within the school or a familiar setting (e.g., "Go past the library and the nurse's office is on your left").
Geography Link: Developing directional language.

Creating Simple Pictograms:
Count the different types of people who help them that they know.
Create a simple pictogram to represent the number of each type of helper.
Geography Link: Basic data representation.

Other Activities:
Role-playing: Set up different scenarios where children can role-play people who help us in different locations (e.g., a doctor in a pretend surgery, a police officer directing traffic).
Guest Speakers: If possible, invite people who help the community to talk to the children about their jobs and where they work.
Drawing and Labelling: Encourage children to draw pictures of people who help them in their workplaces and label key features.
Storytelling: Read stories about people who help us and discuss the different locations and challenges they face.

History

The Learning Theme 'People Who Help Us' for Key Stage 1 provides an excellent opportunity to explore history in a relatable and engaging way for KS1 pupils. The history objectives for KS1, as outlined in the National Curriculum, can be integrated into this theme.

Here are some key history objectives for KS1 that relate to the 'People Who Help Us' learning theme:

1. Developing Chronological Understanding:
Objective: To develop an awareness of the past, using common words and phrases relating to the passing of time (e.g., 'old', 'new', 'before', 'after', 'a long time ago', 'past').
How it links: Children can compare how people who help us (e.g., doctors, firefighters) worked "a long time ago" versus "now." They can use words like "then" and "now" to describe differences in equipment, methods, or even uniforms.

Objective: To know where the people and events they study fit within a chronological framework.

How it links: Create simple timelines showing the development of certain helping professions (e.g., the history of the police or ambulance service, from horse-drawn vehicles to modern ones).

Objective: To identify similarities and differences between ways of life in different periods.
How it links: Compare a doctor's surgery in the past to a modern hospital, or how firefighters tackled fires

2. Understanding Change and Continuity:
Objective: To be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
How it links: Invite older family members or community members (grandparents, retired helpers) to talk about how their jobs (e.g., postal worker, teacher) have changed over their lifetime. Discuss changes in technology (e.g., landline phones to mobile phones for emergencies).
Objective: To understand historical concepts such as continuity and change, similarity and difference.
How it links: Discuss what has stayed the same (continuity) about a helping profession (e.g., doctors still aim to make people well) and what has changed (e.g., the medicine they use).

3. Learning About Significant Individuals and Events:
Objective: To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
How it links: Focus on significant historical figures who were "people who help us," such as:
Florence Nightingale: Her role in modern nursing and hospital care.
Mary Seacole: Her contribution to nursing and helping soldiers.
Discuss how their contributions changed healthcare and compare their methods to today.

Objective: To be taught about significant historical events, people and places in their own locality.
How it links: Explore the history of local emergency services, hospitals, or schools. Were there local heroes or significant events related to helping professions in your community?

4. Developing Historical Enquiry Skills:
Objective: To use a wide vocabulary of everyday historical terms.
How it links: Introduce and use terms like 'past', 'present', 'olden days', 'modern', 'then', 'now', 'change', 'same', 'different', 'evidence', 'source'.

Objective: To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
How it links: Encourage children to ask questions like "How did doctors help people before X-rays?" or "What tools did firefighters use a long time ago?" Use pictures, old photographs, simple texts, or stories to find answers.

Objective: To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
How it links: Look at old photos of uniforms, vehicles, or tools. Discuss how we know about the past (e.g., from books, stories from older people, museums).

History-focused activity ideas relating to the Learning Theme, 'People Who Help Us':

Focusing on Changes Over Time:
"Then and Now" of a Specific Helper:
Choose one helper, like a firefighter, police officer, or doctor/nurse.
Explore how their roles and tools have changed over time. For example:
Firefighters: Compare old hand-pumped fire engines with modern trucks, leather buckets with hoses, and simple alarms with modern communication systems. Look at old photos and illustrations.
Police Officers: Discuss early forms of policing (watchmen with rattles), compare old uniforms with modern ones, and talk about the introduction of cars and radios.
Doctors/Nurses: Contrast basic remedies and tools from the past with modern medicine and technology. Show pictures of old-fashioned hospitals or apothecaries.
Activity: Create a timeline or a "Then and Now" chart with drawings or simple labels.

Looking at Old Photographs:
Source old photographs of people in helping professions within your local community or from historical archives.
Discuss what the children observe: What are they wearing? What tools are they using? What does their workplace look like? How is it different from today?
Activity: Ask children to draw what they think that person might be doing or saying.

Toys and Games Related to Helpers:
Explore how toys and games representing "People Who Help Us" have evolved. Compare old wooden toy fire engines or simple doctor's kits with modern plastic versions or electronic games.
Activity: Have a "toy museum" where children bring in or draw pictures of old and new helper toys.

Focusing on Individuals from the Past:
Florence Nightingale (Nurse):
Introduce her as a significant historical figure who helped people.
Focus on her work during the Crimean War and how she improved hospital conditions.
Keep the information simple and age-appropriate, emphasizing her care and dedication.
Activity: Role-play being nurses caring for "patients" or create simple lamps like the one she carried.

Mary Seacole (Nurse/Healer):
Another important historical figure who helped soldiers during the Crimean War.
Highlight her determination and resourcefulness in providing care.
Compare and contrast her approach with Florence Nightingale's in a simple way.
Activity: Create a timeline of her life or draw pictures of her helping soldiers.

Local Historical Figures:
Research if your local area had any notable figures in helping professions in the past (e.g., a respected local doctor, a long-serving police officer, a dedicated lifeboat crew member).
Share their stories in an age-appropriate way, focusing on their contributions to the community.
Activity: If possible, visit a local museum or historical society to learn more.

Making it Engaging:
Storytelling: Use engaging stories (real or fictionalised but based on historical facts) about people helping others in the past.
Role-Play: Encourage children to role-play different historical helpers, using simple props.

Simple Timelines: Introduce the concept of time passing by creating very basic timelines with just a few key events or images.
Important Considerations for Implementation:
Keep it Concrete: Focus on tangible objects and actions that children can easily understand.
Use Visuals: Pictures, illustrations, and even short video clips can be very effective.
Focus on the Human Element: Emphasise the caring and helpful nature of these individuals.
Relate to the Present: Make connections between historical helpers and the people who help them today.

Music

See also Charanga Schemes of work

For Key Stage 1, Music objectives related to the learning theme 'People Who Help Us' should align with the National Curriculum for Music. The curriculum focuses on developing children's musical skills through performing, listening, composing, and understanding music.

Here's how these objectives can be applied to the 'People Who Help Us' theme:

Overarching KS1 Music Objectives:
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
Listen with concentration and understanding to a range of high-quality live and recorded music.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Specific Music Objectives for 'People Who Help Us'
1. Singing and Voice Work:
Objective: To use their voices expressively and creatively to explore the sounds and actions of different people who help us.
Activity Idea: Learn and sing songs about different helpers (e.g., "The Wheels on the Bus" adapted for a police car or fire engine, "Twinkle, Twinkle, Little Star" adapted to a doctor's visit, songs about firefighters or postal workers).
Activity Idea: Create vocal sounds and chants to represent the sounds associated with helpers (e.g., siren sounds, a doctor's cough, a teacher's clapping, a builder's hammering).
Activity Idea: Use different vocal dynamics (loud/quiet) and tempo (fast/slow) to reflect the work or emotions of different helpers (e.g., a quiet nurse, a busy postal worker).

2. Playing Tuned and Untuned Instruments:
Objective: To play tuned and untuned instruments to create sounds and simple patterns related to people who help us.
Activity Idea: Use untuned percussion (drums, shakers, woodblocks) to mimic sounds of helpers or their tools (e.g., "clop-clop" for a police horse, "tap-tap" for a builder, "swish-swish" for a cleaner).
Activity Idea: Use tuned percussion (glockenspiels, xylophones) to create short melodic phrases or simple tunes associated with helpers (e.g., a simple "ambulance siren" melody, a short tune for a friendly postman).
Activity Idea: Explore how different instruments could represent different helpers (e.g., a strong drum beat for a firefighter, soft chimes for a nurse).

3. Listening and Appraising:

Objective: To listen with concentration and understanding to music that depicts or represents 'People Who Help Us'.
Activity Idea: Listen to songs and identify the 'helper' being sung about. Discuss what the music tells them about that helper.
Activity Idea: Listen to different types of music (e.g., calm, energetic, busy) and discuss which type of music might represent a particular helper's job or feelings (e.g., calm music for a librarian, energetic music for a sports coach).
Activity Idea: Identify and describe the different sounds (pitch, dynamics, tempo, timbre) within music and relate them to aspects of 'people who help us'.

4. Composing and Creating:
Objective: To experiment with, create, select and combine sounds to represent different people who help us.
Activity Idea: Create short musical pieces or soundscapes to represent a day in the life of a particular helper (e.g., the sounds a police officer hears, the sounds in a hospital).
Activity Idea: Improvise simple musical responses to scenarios involving helpers (e.g., what music would you make if the fire engine was rushing past? What music would you make if the doctor made you feel better?).
Activity Idea: Choose instruments and sounds to create a musical "portrait" of a chosen helper, explaining their choices (e.g., "I used the tambourine for the postal worker because they shake their bag").

5. Performing:
Objective: To perform their own created music or learned songs about 'People Who Help Us', solo or in groups.
Activity Idea: Perform the songs and chants learned about helpers, adding actions and expressions.
Activity Idea: Share their instrumental compositions with the class, explaining their ideas.
Activity Idea: Participate in a simple 'performance' where different groups represent different helpers through music and sound.

Other Musical activity ideas, incorporating singing, movement, instruments, and listening:

Singing & Action Songs:
"The Helper Song" (Original or Adapted): Create a simple song with verses about different helpers (police officer, firefighter, doctor, nurse, teacher, etc.). Each verse could describe what they do and have a simple, repeated chorus. Actions can be added for each helper (e.g., siren sound and arm movements for a firefighter, pretending to give an injection for a nurse).

"Thank You, Helpers": A gentle song expressing gratitude to those who help us. This could be a call-and-response song or have simple harmonies for some KS1 children.

"If You See a..." Song Adaptation: Adapt the tune of "If You're Happy and You Know It" to include actions related to different helpers (e.g., "If you see a police officer, wave hello!").
Rhyming Songs: Simple songs with rhyming couplets describing the actions of helpers (e.g., "The doctor helps us feel much better, she might even write you a letter!").

Movement & Drama:
"Helper Parade": Play different styles of music (e.g., a march for police officers, a faster tempo for paramedics) and have the children move like the helpers. They could use props like toy stethoscopes or pretend hoses.

"Guess the Helper": Play a short piece of music that you think evokes a particular helper (e.g., a siren sound effect, a gentle, caring melody). Children guess who it might be and act out their role.

"Musical Scenarios": Create short musical scenarios where children act out situations involving helpers. For example, a child pretends to be hurt, and others act as paramedics to help, with appropriate sound effects and perhaps a simple musical accompaniment.

Instrumental Exploration:
Sound Effects: Explore how different instruments can create sounds associated with helpers (e.g., shakers for rain for a farmer, a triangle for a bicycle bell for a post person, a whistle for a lifeguard).

Creating Rhythms: Use percussion instruments to create rhythms that match the actions of different helpers (e.g., a steady beat for walking, a faster rhythm for running).

"Helper Band": Divide children into groups, each representing a different helper. They can choose instruments and create a short musical piece that they feel represents their helper.

Listening Activities:
Identifying Sounds: Play recordings of sounds associated with different helpers (sirens, ambulance sounds, a school bell, a telephone ringing in a doctor's office) and ask children to identify them.

Music and Emotion: Discuss how different pieces of music might make us feel – brave like a firefighter, calm like a nurse, helpful like a librarian.

Exploring Songs about Community: Listen to songs that celebrate community and people working together.

Cross-Curricular Links:
Literacy: Create songs based on stories about people who help us.
PSHE: Discuss the importance of different helpers and how they contribute to our community.
Keep it Simple: Focus on clear, repetitive musical ideas that are easy for Key Stage 1 children to grasp.
Use Visual Aids: Pictures or props can help children understand the different roles.
Encourage Creativity: Allow children to contribute their own ideas and interpretations.

Physical Education

Connecting Physical Education (PE) objectives to the learning theme 'People Who Help Us' provides an opportunity to make PE lessons meaningful and engaging for Key Stage 1 children. It allows them to embody the roles of community helpers while developing fundamental movement skills and important social skills.

Here are PE objectives for KS1 relating to 'People Who Help Us', aligning with the National Curriculum for PE:

Core PE Objectives (from National Curriculum)

These are the overarching objectives that 'People Who Help Us' activities can help achieve:

Master basic movements: Including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination.

Apply basic movements: Begin to apply these fundamental movements in a range of activities.

Participate in team games: Develop simple tactics for attacking and defending.

Perform dances: Use simple movement patterns.

Engage in competitive and co-operative activities: In a range of increasingly challenging situations.

Be physically active for sustained periods of time.

Develop competence and confidence in a broad range of physical activities.

Lead healthy, active lives.

'People Who Help Us' Specific PE Objectives (Linked to Theme)

Here's how to adapt the core objectives to the theme:

1. Developing Fundamental Movement Skills through Role Play and Scenario-Based Activities:

Objective: To master basic movements (running, jumping, throwing, catching, balance, agility, coordination) by simulating actions of various community helpers.

Examples:

Firefighters: Running to "fires," jumping over obstacles (like hoses), aiming and "throwing" water from a hose (e.g., throwing beanbags at a target), balancing on a "ladder" (e.g., walking along a beam).

Police Officers: Running to catch "runaways" (tag games), jumping over "obstacles," crawling through "tunnels," developing agility to navigate a "crime scene" (obstacle course).

Paramedics/Doctors: Carefully moving a "patient" (beanbag or small toy) on a "stretcher" (e.g., blanket carry with a partner), using fine motor skills for "bandaging" (e.g., wrapping a scarf around a cone), demonstrating controlled movements.

Postal Workers: Running to deliver "letters," navigating a "route" (agility drills), balancing when carrying "parcels" (e.g., balancing a beanbag on their head).

Builders: Lifting and carrying "bricks" (e.g., light foam blocks), balancing on "scaffolding" (low benches), hammering motions (throwing activities).

2. Participating in Themed Games and Co-operative Activities:

Objective: To participate in team games and co-operative activities, developing simple tactics for attacking and defending, by working together as a team of helpers.
Examples:
"Rescue Mission" Game: Children work in small "emergency service" teams (fire, police, ambulance) to "rescue" items or "people" (soft toys) from a designated area, requiring communication and teamwork.
"Community Clean-Up" Relay: Teams of "refuse collectors" work together in a relay race to collect "litter" (e.g., beanbags) and sort it into "recycling bins," focusing on passing and receiving.
"Doctor's Surgery" Role Play: Children take on roles of doctors, nurses, and patients, demonstrating gentle and controlled movements while interacting collaboratively.
"Build a House" Team Challenge: Small groups work together to build a structure using soft play equipment or large blocks, demonstrating cooperation and problem-solving.

3. Performing Themed Dances and Expressive Movement:
Objective: To perform dances using simple movement patterns, expressing the actions and emotions of people who help us.
Examples:
"Action Heroes" Dance: Children create movements to represent different helpers (e.g., strong, sweeping movements for a cleaner; quick, precise movements for a surgeon; slow, steady movements for a crossing guard).
"Emergency Services" Sequence: Create a simple movement sequence that tells a story of an emergency, with different children taking on roles and movements (e.g., siren sounds and fast movements, then careful "rescue" movements).
"Helping Hands" Circle Dance: A simple group dance where children mimic actions of helping others, promoting coordination and group synchronisation.

4. Developing Health and Fitness Awareness:
Objective: To understand how physical activity helps people who help us perform their jobs, and how being active supports their own health.
Examples:
Discussing how police officers need to be fit to run and chase, firefighters need strength to carry equipment, and paramedics need stamina.
Children reflecting on how their bodies feel after different "helper" activities (e.g., "My heart is beating fast like a firefighter's!").
Talking about the importance of healthy eating and exercise for all people, including themselves and community helpers.

5. Promoting Social and Emotional Development:
Objective: To develop fairness, respect, and communication skills by working cooperatively and sensitively with others as "helpers."
Examples:
Emphasising fair play and turn-taking in all activities.
Encouraging children to communicate clearly and respectfully during team games.
Discussing how helpers rely on each other and teamwork.

Other PE activity ideas themed around "People Who Help Us," focusing on active participation and imaginative play:

Focusing on Movement Skills & Roles:
Firefighter Fitness:
Running to the Rescue: Set up cones or markers as "emergencies." Children run to the emergency when you call it out (e.g., "The cat is stuck in a tree!").

Hosepipe Handling: Use skipping ropes or beanbags as "hoses." Children practice aiming and "spraying" targets (like hoops on the ground).

Climbing the Ladder: Use climbing frames or mats for children to practice safe climbing or crawling movements. You can even have them reach for a "rescue" item at the top.

Carrying Equipment: Have children carry lightweight objects (like soft toys or small beanbag-filled bags) to simulate carrying equipment. Emphasise good posture and teamwork if they work in pairs.

Police Officer Agility:
Obstacle Course Challenge: Create a simple obstacle course that involves stepping over low objects, crawling under things, and weaving in and out of cones – simulating navigating different environments.

Traffic Control: Use different coloured cones or beanbags to represent traffic lights. Children practice moving (walking, jogging, stopping) according to the "lights."

Catch the "Baddie": A gentle game of tag where one or two children are "police officers" trying to tag the others (the "baddies"). Focus on safe tagging and running.

Doctor/Nurse Movement:
Emergency Stretches: Lead the children in simple stretches and explain how doctors and nurses need to be flexible.

Balancing Act: Have children practice balancing on one leg or walking along a line, pretending to carefully carry medicine or equipment.

Responding to Calls: When you call out a pretend ailment ("Someone has a tummy ache!"), children move quickly but carefully to a designated "patient" (a beanbag or a partner) and gently "check" on them.

Postal Worker Delivery:
Letter Delivery Run: Set up hoops or marked areas as "houses." Children carry beanbags or small soft items ("letters") and deliver them to the correct "houses."

Sorting the Mail: Use different coloured beanbags or small objects and have children sort them into designated containers, practicing their throwing and aiming skills.

Builder Balance and Coordination:
Carrying Bricks: Children can practice walking while balancing beanbags on their heads or in their hands, pretending to carry bricks.

Building Towers: Use soft blocks or cones and have children work together to build towers, focusing on teamwork and controlled movements.

Incorporating Games and Activities:
"People Who Help Us" Tag: Adapt tag so that when tagged, a child has to call out the name of a "person who helps us" before they can be freed by another player.

Role-Playing Circuits: Set up different stations representing different helpers (firefighter, police officer, doctor, etc.). At each station, children perform a simple movement related to that role for a set time before moving to the next.
"What Job Am I Doing?" Charades: Act out simple movements related to different helpers, and have the children guess the job.

Team Rescue Challenge: Divide the class into teams. Each team has to work together to move objects from one point to another using specific methods (e.g., carrying them on a mat like a stretcher). This encourages teamwork and problem-solving.

Science

Integrating "People Who Help Us" into Key Stage 1 Science allows children to explore the natural and human-made world through the lens of different professions. The National Curriculum for Science in KS1 focuses on enabling pupils to observe phenomena, ask questions, and develop an understanding of scientific ideas through various types of enquiry.

Here are science objectives for KS1, broken down into areas of the curriculum, that can be linked to the theme 'People Who Help Us':

Working Scientifically (General Objectives applicable to all areas)
These objectives are crucial for children to develop scientific skills through investigation and exploration related to the theme:

Asking simple questions and recognising that they can be answered in different ways:
Example: "What job helps us when we are hurt?" "How do firefighters know where a fire is?"

Observing closely, using simple equipment:
Example: Using magnifying glasses to look at different materials in a builder's kit, or different textures in a doctor's uniform.

Performing simple tests:
Example: Testing which material is most waterproof for a firefighter's coat, or which material is strongest for a builder's helmet.

Identifying and classifying:
Example: Grouping tools used by different helpers (e.g., medical tools, building tools, cleaning tools). Classifying materials used in different uniforms.

Using their observations and ideas to suggest answers to questions:
Example: After testing, explaining why a particular material is good for a paramedic's gloves.

Gathering and recording data to help in answering questions:
Example: Drawing pictures of observations, tallying preferences, creating simple charts of materials and their properties.

Animals, including Humans
This area has strong links to the "People Who Help Us" theme, especially healthcare professionals.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Example: Discussing how doctors and nurses need to know body parts, or how a paramedic uses their senses to assess a patient.

Notice that animals, including humans, have offspring which grow into adults.
Example: Discussing how vets help animal offspring, or how health visitors help human babies grow.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Example: Linking this to the role of doctors and nurses in ensuring people get the right nutrition and care, or how farmers provide food.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Example: Discussing how doctors and nurses advise on healthy lifestyles, or how dentists help us keep our teeth clean and healthy.

Everyday Materials
Many "People Who Help Us" use specific materials in their work, providing excellent opportunities for investigation.

Distinguish between an object and the material from which it is made.
Example: A firefighter's helmet (object) is made of plastic (material).

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Example: Identifying materials in a police car, ambulance, building, or school.

Describe the simple physical properties of a variety of everyday materials.
Example: Discussing whether a firefighter's uniform is waterproof, a builder's tools are strong, or a doctor's gloves are flexible.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Example: Sorting materials used by different helpers based on properties like hardness, flexibility, transparency, etc.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.[2]
Example: Exploring how plastic or metal can be shaped to make different tools or equipment for various helpers.

Plants (Possible Links)
While less direct, some links can be made:

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Example: Discussing the role of a gardener or park keeper in caring for plants.

Identify and describe the basic structure of a variety of common flowering plants, including trees.
Example: If a "helper" is a florist, discussing the parts of flowers they use.

Seasonal Changes (Less direct, but could be a minor link)
Observe changes across the four seasons.
Example: Discussing how some "people who help us" jobs might change with the seasons (e.g., road gritters in winter, lifeguards in summer).

Other activity ideas exploring "People Who Help Us" through a science lens:

Focusing on the Body and Health:
The Doctor's Tools:
Science Link: Observation, senses, simple measurements.
Activity: Explore a doctor's kit (real or pretend). Discuss what each tool is used for (stethoscope for listening to heartbeats and breathing, thermometer for measuring temperature). Children can practice using their senses to observe and compare. You could even introduce the concept of a "healthy" range for temperature.
Extension: Talk about how our bodies tell us when we're not well (feeling hot, tummy ache) and how doctors use science to help us get better.

The Dentist and Keeping Teeth Healthy:
Science Link: Materials (toothbrush, toothpaste), changes (decay), living things (bacteria - very simple introduction).
Activity: Investigate different toothbrushes and toothpaste. Discuss how they help clean our teeth. You could do a simple experiment to see what happens to an eggshell (representing a tooth) when left in different liquids (water, sugary drink) to introduce the idea of decay.
Extension: Discuss the importance of a balanced diet for healthy teeth and how dentists use tools to check our teeth.

The Paramedic and First Aid:
Science Link: The human body (basic understanding of injuries like cuts and bruises), materials (bandages, ice packs).
Activity: Role-play simple first aid scenarios. Discuss how bandages protect cuts and how ice can help with swelling (linking to temperature change).
Extension: Talk about how paramedics use their knowledge of the human body to help people in emergencies.

Exploring Forces and Movement:
The Firefighter and Their Equipment:
Science Link: Forces (pushing, pulling), materials (hoses, ladders), changes of state (water to steam - very basic).
Activity: Investigate how a hose works to spray water (pushing force). Explore how ladders help firefighters reach high places. You could even demonstrate how water can put out a pretend "fire" (linking to the idea of changing the environment).
Extension: Discuss the protective clothing firefighters wear and why it's important (materials that resist heat).

The Police Officer and Keeping Us Safe:
Science Link: Sound (sirens), light (flashing lights), forces (opening doors, using equipment).
Activity: Discuss how sirens and flashing lights help police officers get to emergencies quickly (linking to how we use our senses to be aware of our surroundings). Explore simple mechanisms like levers (e.g., opening a door).
Extension: Talk about how police officers use different tools and their knowledge to help people and keep things safe.

Investigating Materials and Their Properties:
The Builder and Construction:
Science Link: Materials (wood, bricks, metal), properties (strong, weak, hard, soft), shapes (stability).
Activity: Provide different building materials (blocks, cardboard, straws) and challenge children to build a stable structure. Discuss why certain shapes (like triangles) are strong.
Extension: Talk about the different jobs builders do and how they use their knowledge of materials to create buildings.

The Farmer and Growing Food:
Science Link: Living things (plants), what plants need to grow (water, light, soil), changes over time (seeds to plants).
Activity: Plant seeds and observe their growth over time. Discuss what the plants need to stay healthy. Explore different types of soil and their properties (e.g., holding water).
Extension: Talk about how farmers help us by growing the food we eat and the different stages involved in food production.

Real-Life Connections: Link the science concepts directly to the roles of the people who help us.
Sensory Exploration: Encourage children to use all their senses (where appropriate and safe) to investigate.

English
Suggested Texts (but not limited to): https://www.booksfortopics.com/booklists/topics/eyfs-topics/people-who-help-us-topic/

Fiction:
Doctorsaurus by Emi-Lou May & Leire Martin Picture book
Topsy and Tim: Meet the Police by Jean Adamson & Belinda Worsley Picture book
You Can't Call an Elephant in an Emergency by Patricia Cleveland-Peck & David Tazzyman Picture book
A Superhero Like You by Dr. Ranj Singh & Liam Darcy Picture book
Cops and Robbers by Allan Ahlberg Picture book
Mr Tick the Teacher by Allan Ahlberg & Faith Jaques Picture book
A Practical Present for Philippa Pheasant by Briony May Smith Picture book
The Jolly Postman or Other People's Letters by Allan Ahlberg & Janet Ahlberg Picture book
Mog and the V.E.T. by Judith Kerr Picture book

Non-fiction:
When You're Fast Asleep – Who Works at Night-Time? By Peter Arrhenius & Ingela P Arrhenius Non-fiction Picture book
I'm The Bin Lorry Driver by Oxford Children's Books & David Semple Non-fiction Picture book
Peep Inside How a Recycling Truck Works by Lara Bryan & Giovana Medeiros Non-fiction Picture book
Busy Day: Firefighter by Dan Green Non-fiction Picture book
Life Savers: Spend a day with 12 real-life emergency service heroes by Eryl Nash & Ana Albero
Real Superheroes By DK & Julia Seal
Amazing Machines: Awesome Ambulances by Tony Mitton & Ant Parker Non-fiction Picture book

When planning English objectives for Key Stage 1 around the theme 'People Who Help Us', it's crucial to integrate the core National Curriculum English strands: Spoken Language, Reading, and Writing. The 'People Who Help Us' Learning Theme provides a rich context for developing these skills meaningfully.

Spoken Language
Listen and respond appropriately:
Listen to and respond appropriately to adults and peers when discussing different 'people who help us' and their roles.
Show active listening during presentations or stories about community helpers.

Ask relevant questions:
Ask relevant questions to extend their understanding about the jobs and responsibilities of various helpers (e.g., "What tools does a firefighter use?", "How does a doctor make people feel better?").

Build vocabulary:
Use relevant strategies to build their vocabulary related to different occupations and their equipment (e.g., uniforms, tools, places of work).
Discuss and clarify the meaning of new words encountered (e.g., 'community', 'emergency', 'paramedic').

Articulate and justify answers, arguments, and opinions:
Articulate their opinions about which helpers they find most interesting or important and why.
Justify their answers when asked about the actions or importance of different helpers.

Give well-structured descriptions, explanations, and narratives:
Give clear descriptions of different helpers, including their appearance, actions, and where they work.

Explain how different people help them or others in the community.
Retell simple narratives or events involving community helpers (e.g., a time they saw an ambulance).

Participate in collaborative conversations and role-play:
Actively participate in class discussions about 'people who help us', taking turns and staying on topic.
Engage in role-play scenarios related to different helping professions (e.g., a doctor's surgery, a fire station), taking on roles and responding to others.
Use spoken language to imagine and explore ideas about what it might be like to be a particular helper.

Reading
Word Reading (Phonics & Decoding):
Apply phonic knowledge and skills to decode new words encountered in texts about 'people who help us' (e.g., words like 'uniform', 'hospital', 'firefighter').
Read common exception words related to the theme (e.g., 'police', 'doctor', 'teacher').
Read words with common prefixes and suffixes found in the topic (e.g., 'helper', 'teaching', 'protected').

Comprehension:
Develop pleasure in reading by listening to and discussing a wide range of stories, poems, and non-fiction texts about 'people who help us'.
Link what they read or hear to their own experiences (e.g., "Have you ever seen a police car?").
Identify key information about different helpers from non-fiction texts (e.g., what their job is, where they work).
Make inferences about characters' feelings or motives in stories involving helpers (e.g., "How do you think the patient felt when the doctor helped them?").
Predict what might happen next in stories or scenarios involving people who help us.
Participate in discussions about what is read to them, explaining their understanding clearly.

Writing
Transcription (Spelling & Handwriting):
Form lower-case and capital letters correctly when writing about helpers (e.g., 'Doctor Smith', 'Firefighter Fred').
Spell words containing taught phonemes relevant to the theme.
Spell common exception words (e.g., 'the', 'was', 'of') accurately in their writing.
Begin to use appropriate spacing between words.

Composition (Articulating Ideas & Structuring):
Say out loud what they are going to write about before writing sentences or short narratives about helpers.
Compose simple sentences orally before writing them.
Write simple sentences about different helpers, ensuring they make sense (e.g., "The doctor helps sick people.").
Sequence sentences to form short narratives or information texts about a specific helper or a scenario where someone needs help.
Re-read their writing to check that it makes sense and self-correct where necessary.

Write for different purposes related to the theme, such as:

Descriptions: Describing a specific helper's uniform, tools, or place of work.
Fact files/Information texts: Creating short non-fiction pieces about different jobs.
Thank you letters/cards: Writing a letter to a specific helper to express gratitude.
Short narratives: Creating a simple story about a situation where a helper is needed.

Vocabulary, Grammar, and Punctuation:
Use capital letters at the beginning of sentences and for proper nouns (e.g., names of people or specific places like 'Holt Police Station').
Use full stops, question marks, and exclamation marks correctly at the end of sentences.
Begin to use the conjunction 'and' to join words or clauses in sentences about helpers (e.g., "The firefighter wears a helmet and holds a hose.").
Use descriptive adjectives to enhance their writing about helpers (e.g., 'brave firefighter', 'kind nurse').

English activity ideas in relation to the Learning Theme, 'People Who Help Us':

Speaking and Listening:
"Guess the Helper": Describe a job (e.g., "I wear a uniform and drive a big red vehicle with flashing lights") and have the children guess who it is. They can then explain *how* that person helps us.

Role-Playing Interviews: Children can take on the roles of different helpers (police officer, doctor, firefighter, teacher, shopkeeper) and interview each other about their jobs. Provide simple props like hats or badges to enhance the experience.

"Thank You" Circle: After learning about different helpers, sit in a circle and have each child say thank you to a specific helper and explain why they are grateful.

Storytelling with Puppets: Use or make simple puppets representing different helpers and encourage children to create short stories about how they assist people in the community.

"What If?" Scenarios: Present simple "what if" scenarios (e.g., "What if you lost your way?") and discuss which helper would be best to ask for help and why.

Reading:
Picture Books: There are many lovely picture books about people who help us. Focus on books with clear illustrations and simple text. Discuss the roles of the characters and how they help others.

Labelling Activities: Provide pictures of different helpers and have children label them. Extend this by labelling the tools they use.

Simple Fact Sheets: Create very basic fact sheets about different helpers with one or two simple sentences about their job. Read these together as a class.

Matching Games: Create cards with pictures of helpers and matching cards with their job titles or tools.

Reading Comprehension: After reading a story about a helper, ask simple questions like "Who was the helper in the story?" or "How did they help someone?"

Writing:
Thank You Notes: After learning about different helpers, have children write simple thank you notes or draw pictures for someone who has helped them (real or imagined).

Sentence Starters: Provide sentence starters like "A firefighter helps us by..." or "A doctor looks after us when..." and have children complete the sentences.

List Making: Create lists of different helpers, things they do, or tools they use.

Simple Stories: Encourage children to draw a picture of a helper and write a very short sentence or two about what they are doing.

Labelling Diagrams: Provide diagrams of a police car, fire engine, or doctor's surgery and have children label the different parts.

Connecting with the Community (if possible and appropriate):
Inviting a Visitor: If feasible, invite a local helper (e.g., a police officer, nurse, or librarian) to talk to the children about their job. Prepare simple questions beforehand.

Virtual Visits: If a real visit isn't possible, look for online videos or virtual tours related to different helping professions.
Pupils create questions to ask and then

Maths

We use White Rose Maths – these ideas are for enhanced provision purposes.

Integrating "People Who Help Us" into Key Stage 1 maths provides fantastic opportunities for real-world application and engaging learning. Here's a breakdown of maths objectives from the National Curriculum that can be covered, with examples related to the theme:

Year 1 Objectives
Number and Place Value
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count the number of firefighters in a team (e.g., "1, 2, 3...").
Count the number of police cars, ambulances, or fire engines seen on a drive or in pictures.
Count steps a postman takes or the number of letters in a pile.

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Count pairs of wellies for firefighters (counting in 2s).
Count money in 5p or 10p coins for a shopkeeper selling items.
Count the number of wheels on different emergency vehicles (e.g., "2, 4, 6..." for fire engines with many wheels).

Given a number, identify one more and one less.
"If there are 5 doctors, and one more comes, how many are there now?"

"If there are 4 police officers, and one goes on a break, how many are left?"

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Use counters or toy people to represent different groups of helpers (e.g., 3 doctors, 2 nurses). Compare which group has "more" or "fewer".
Order pictures of helpers by the number of tools they have (e.g., a builder with many tools vs. a librarian with few).
Use a number line to show how many items a postal worker delivers over a street.

Read and write numbers from 1 to 20 in numerals and words.
Label drawings of helpers with the number of items they have (e.g., '5 bandages' for a nurse).

Year 2 Objectives:
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Count in 3s for sets of tools a builder might use.
Count the number of items delivered by a postal worker in groups of 5 or 10.

Recognise the place value of each digit in a two-digit number (tens, ones).
Discuss quantities for a chef: "We need 25 apples. That's 2 tens and 5 ones."
Look at numbers on uniform badges or vehicle numbers and discuss their place value.

Compare and order numbers from 0 to 100.
Compare the number of calls received by the police station on different days.
Order the number of patients seen by doctors in a week.

Use place value and number facts to solve problems.
"A baker bakes 30 cakes, and then 10 more. How many altogether?" (using knowledge of tens).

Year 1 Objectives:
Addition and Subtraction
Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
"2 doctors + 3 nurses = 5 helpers."
"4 firefighters – 1 firefighter = 3 firefighters."

Represent and use number bonds and related subtraction facts within 20.
"If a chef needs 10 eggs, and has 7, how many more does he need? (7 + ? = 10)"
"A police officer has 8 keys, and uses 3. How many are left? (8 – 3 = ?)"

Add and subtract one-digit and two-digit numbers to 20, including zero.
"A postman delivers 12 letters in the morning and 5 in the afternoon. How many letters altogether?"
"A builder lays 15 bricks, but 3 fall off. How many are left?"

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Use toy vehicles to act out problems: "There are 3 ambulances. 2 more arrive. How many now?"
Draw pictures of nurses and doctors to solve problems.

Year 2 Objectives:
Addition and Subtraction
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
"If a paramedic used 8 bandages and then 7 more, how many in total? (8+7=15). So if they had 18 bandages, and used 7, they would have 11 left (18-7=11)."

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
"A shopkeeper starts with 45 apples and sells 10. How many are left?"
"There are 24 books in one library trolley and 13 in another. How many books altogether?"

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
"A doctor has 27 patients booked for the morning and 15 for the afternoon. How many patients in total?" (using a number line or partitioning).

Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.
"A builder uses some bricks, and has 15 left from 30. How many did he use? (30 - ? = 15 or 15 + ? = 30)."

Year 1 Objectives:
Multiplication and Division
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
"Each paramedic needs 2 gloves. If there are 3 paramedics, how many gloves are needed?" (using pairs of gloves, or drawing arrays)
"There are 6 biscuits for 2 firefighters. How many biscuits each?" (sharing out concrete objects).

Year 2 Objectives:
Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
"If each police officer has 2 walkie-talkies, and there are 6 officers, how many walkie-talkies are there?" (6 x 2).
"There are 20 cakes to be shared equally among 5 firefighters. How many cakes does each firefighter get?" (20 ÷ 5).
Identify if numbers on uniforms or vehicles are odd or even.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.

Use arrays of "medicine bottles" to represent multiplication problems.

Year 1 Objectives
Fractions
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Cut a "pizza" for the fire station into two equal halves.
Share a quantity of "medicine" (e.g., cubes) into two equal groups for two patients.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Divide a cake into four equal quarters for four police officers.
Find a quarter of a group of "tools" for a builder.

Year 2 Objectives:
Fractions
Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
Share food items (e.g., sandwiches for a picnic for helpers) into thirds or quarters.
Find 1/3 of a set of 9 tools.
Understand that 2/4 is equivalent to 1/2 when sharing resources.

Year 1 Objectives
Measurement
Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time.
Length/Height: Compare the height of different helpers (e.g., "The firefighter is taller than the paramedic").
Measure the length of a fire hose or a builder's tape measure.
Mass/Weight: Compare the weight of a doctor's bag and a builder's toolbox (e.g., "The toolbox is heavier").
Use balance scales.
Capacity/Volume: Compare how much water different containers (e.g., a watering can for a gardener, a jug for a chef) can hold.
Time: Sequence events in a day for a helper (e.g., "First, the doctor arrived, then saw patients, then went home"). Use language like "before," "after," "earlier," "later."

Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).
Measure the length of various tools using non-standard units (e.g., blocks, paperclips) and then standard units (cm).
Use sand or water to measure and record capacity.
Tell the time to the hour and half past the hour for helper activities (e.g., "The police officer starts work at 9 o'clock," "Lunch break is at half past 12").

Recognise and know the value of different denominations of coins and notes.
Set up a "shop" for helpers to buy items needed for their jobs, using real coins.
Practise combining coins to make a given amount (e.g., "How many ways can we make 10p for the postman to buy a stamp?").

Year 2 Objectives:
Measurement
Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Measure the height of different vehicles using metres and centimetres.
Measure the ingredients a chef uses (e.g., 200g of flour).
Measure the temperature in a hospital ward.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; find different combinations of coins that equal the same amounts of money; solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
"A customer buys a toy ambulance for £5.50 and gives the shopkeeper £10. How much change do they get?"
Explore different ways to pay for a "fire station tour" or a "doctor's check-up" (pretend play).

Compare and sequence intervals of time; tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day.
Create a timetable for a busy day for a helper (e.g., "The postman starts delivering at 8:00, then has a break at 10:15").
Work out how long a fire drill lasts.

Year 1 Objectives
Geometry: Properties of Shapes
Recognise and name common 2-D and 3-D shapes.
Identify 2-D shapes in the uniforms or tools of helpers (e.g., a circular badge, rectangular first aid kit).
Identify 3-D shapes in emergency vehicles or buildings (e.g., a cuboid ambulance, a cylindrical fire extinguisher, a spherical helmet).

Sort common 2-D and 3-D shapes and everyday objects.
Sort pictures of objects related to helpers by their shape properties.

Year 2 Objectives
Geometry: Properties of Shapes
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Identify 2-D shapes in signs used by helpers (e.g., a triangular 'give way' sign, a rectangular 'hospital' sign).
Discuss lines of symmetry in uniforms or tools.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Describe the properties of a 'first aid box' (cuboid: 6 faces, 12 edges, 8 vertices).
Identify 2-D shapes on the surfaces of 3-D objects (e.g., a circular face on a cylinder, a triangular face on a pyramid).

Compare and sort common 2-D and 3-D shapes and everyday objects.
Sort a collection of everyday objects (e.g., a tin of food, a book, a ball) by their 3-D shape properties and link them to helpers (e.g., a tin for a chef, a book for a librarian, a ball for a sports coach).

Geometry: Position and Direction
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Give directions to an emergency vehicle using directional language (e.g., "Turn right at the fire station, go straight ahead past the hospital").
Describe turns a police officer makes on their patrol route (quarter turn, half turn, clockwise/anti-clockwise).

Year 2 Objectives:
Statistics
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Create a tally chart of how many times different helpers are mentioned in a story.
Draw a pictogram to show the number of different emergency vehicles seen.
Construct a block diagram to compare the number of patients seen by different doctors.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.
"How many more firefighters are there than police officers?"
"What is the total number of letters and parcels delivered?"

More Maths activity ideas, blending practical activities with mathematical concepts, all centred around "People Who Help Us":

Counting and Number Recognition:
Counting Helpers: Show pictures or toy figures of different helpers (police officers, firefighters, doctors, nurses, teachers, etc.). Ask children to count how many of each type there are.

Emergency Number Recognition: Focus on the numbers 999 or 112. Practice writing them, finding them on number lines, and saying them aloud. You could even create simple matching games with the number and a picture of an emergency service.

Equipment Count: If you have toy medical kits, fire trucks, or police cars, count the number of items in them (bandages, hoses, cones, etc.).

Telephone Number Practice: If appropriate and safe, use pretend telephone numbers for different helpers and practice saying and writing them. Keep it simple with 3 or 4 digit numbers.

Number of Helpers in a Story: Read a story about people who help us and count how many different helpers are mentioned.

Addition and Subtraction:
Helpers Joining: "Two firefighters arrived in the truck, then one more came to help. How many firefighters are there now?" (Use objects or drawings to represent this).

Equipment Given Out: "A nurse had 5 bandages and gave 2 to a patient. How many bandages does she have left?"
Sharing Resources: "A teacher had 6 pencils to share equally between 2 helpers. How many pencils does each helper get?" (Introduction to simple division).

People Waiting: "There were 4 people waiting to see the doctor, then 2 more arrived. How many people are waiting now?"

Helpers Leaving: "There were 7 police officers at the scene, then 3 had to leave. How many are left?"

Shape and Space:
Shape Sorting of Equipment: If you have toy equipment, sort them by shape (e.g., round wheels on a fire truck, rectangular bandages).

Building a Hospital/Police Station: Use building blocks to create different structures for helpers. Discuss the shapes used (cubes, cuboids, triangles for roofs).

Mapping the Route: Create a simple map of the classroom or outdoor area and pretend to be a helper following a route to an emergency. Use positional language (next to, behind, in front of).

Traffic Light Shapes: Discuss the shapes and colours of traffic lights (circles - red, yellow, green).

Ambulance Shape: Talk about the rectangular shape of an ambulance.

Measurement:
Measuring Lengths: Use non-standard units (e.g., toy cars, blocks) to measure the length of a toy fire truck or a pretend stretcher.

Comparing Heights: Compare the heights of different toy figures of helpers. Use comparative language (taller than, shorter than).

Time-Related Discussions (Introduction): Talk about things helpers do that take longer or shorter amounts of time (e.g., putting on a helmet is quick, helping someone in hospital might take a long time). Use simple vocabulary like "before" and "after."

Ordering Events: Use picture cards showing a sequence of events a helper might do (e.g., a doctor examining a patient, giving medicine, the patient feeling better). Ask children to put them in order.

Data Handling:
Favourite Helper: Ask children to choose their favourite person who helps us and create a simple bar chart or pictograph to show the results.

Types of Transport: Discuss the different vehicles helpers use (ambulances, fire trucks, police cars) and count how many pictures or models you have of each. Create a simple chart.

Problem Solving:
Sharing Equally: "If 4 patients need help and there are 2 nurses, how many patients can each nurse help if they share equally?"

Missing Equipment: "A firefighter needs 3 tools, but they can only find 1. How many more tools do they need?"

Following Instructions: Give simple instructions related to helpers that involve numbers or shapes (e.g., "Put 2 red blocks next to the police car.").

Courageous Advocacy

Here are some ideas, focusing on how they can take action, even in small ways, to show their appreciation and support for people who help us:

Focusing on Appreciation and Saying Thank You:
Thank You Notes/Pictures: Children can create cards, letters, or drawings for local helpers like firefighters, police officers, paramedics, nurses, doctors, librarians, refuse collectors, or school staff. This teaches them to actively acknowledge the work others do.

"Thank You Wave" Campaign: Encourage children to wave and smile at people who help them in their daily lives (e.g., bus drivers, shop assistants). This simple act can brighten someone's day.

Creating a "Helpers' Heroes" Display: As a class, create a display showcasing different people who help us. Children can contribute drawings and short descriptions of their roles and why they are important. This raises awareness within the school community.

"Kindness Rocks" for Helpers: Decorate small stones with messages of thanks or pictures and leave them in places where helpers might see them (with permission, of course!).

Focusing on Understanding and Raising Awareness:
"A Day in the Life" Role-Play: Children can role-play different helping professions, gaining a deeper understanding of the tasks and challenges involved. This fosters empathy and respect.

Guest Speaker Invitations (if feasible): Invite local helpers to briefly talk to the class about their job. Children can prepare thoughtful questions beforehand.
Creating Information Posters: Year 2 children could create simple posters about the importance of different helping roles, perhaps focusing on how they keep us safe or healthy.

Sharing Stories: Read stories and watch short videos about people who help us, discussing the qualities of a good helper (e.g., kindness, bravery, responsibility).

Focusing on Small Acts of Support:

Classroom "Helping Hands" Chart: Create a chart where children can volunteer to help with small tasks in the classroom, understanding the concept of contributing to a community.

Fundraising for a Local Charity: Choose a local charity that supports people who help others (e.g., a local hospital or emergency services charity) and organise a simple fundraising activity like a sponsored walk or a bake sale.

Collecting Items for a Cause: Organise a collection of items needed by a specific group of helpers (e.g., toiletries for hospital patients or treats for therapy dogs).
"Be a Helper Day": Dedicate a day where children focus on being helpful to others in the school and at home. They can then share their experiences.

Important Considerations:
Emphasise the "Why": Discuss *why* these people are important and how their actions make a difference.
Focus on Action: Encourage children to *do* something, even if it's small.
Connect to Values: Link the activities to school values like kindness, respect, and responsibility.

Developing Spirituality

Developing Spirituality ideas, keeping in mind the developmental stage of Key Stage 1 children:

Focusing on Appreciation and Gratitude:
"Thank You" Jar or Tree: After discussing different people who help them (teachers, parents, doctors, firefighters, etc.), provide small slips of paper or leaf cut-outs. Encourage the children to draw a picture or write (with help if needed) one thing they are thankful for about a helper. These can be placed in a special "Thank You" jar or hung on a "Gratitude Tree" made from a branch. This fosters an awareness of the positive impact of others.

"Helper of the Week" Reflection: Each week, focus on a different "helper" role. Discuss what they do and how they help. Encourage children to share stories of times they were helped by someone in that role. This can lead to a deeper understanding and appreciation.

Creating "Thank You" Cards or Pictures: Engage the children in creating cards or drawings for people who help them in the school or local community. This tangible act of gratitude helps solidify the feeling of appreciation.

Exploring Kindness and Compassion:
"Invisible Backpack" Activity: Explain that everyone carries an "invisible backpack" filled with feelings. When people are kind and helpful, they put positive feelings into our backpacks. Discuss examples of kind actions and how they might make someone feel. This helps children understand the emotional impact of helping others.

Storytelling with a Spiritual Twist: Share simple stories (real or fictional) about people helping each other. After the story, discuss the feelings of the characters and how the act of helping made a difference. You can gently introduce the idea that helping others can make the world a better place.

Role-Playing "Helpers": Set up simple role-play scenarios where children can act as different helpers (nurse, teacher, friend helping a classmate). Encourage them to focus on the feelings involved in helping and receiving help.

Connecting to Community and Belonging:
"Our Community Web": On a large piece of paper, draw a circle representing the class or school. Ask children to name different people who help them within this community and draw lines connecting them to the circle. This visually demonstrates the interconnectedness and support within their environment.

Visiting Helpers (if possible): If feasible, invite a local "helper" (e.g., a school nurse, a librarian, a police officer) to briefly talk to the children about their role and how they help. This provides a real-world connection.
"Caring for Our Classroom": Extend the idea of "helpers" to include the children themselves. Discuss how they can help each other and care for their classroom environment. This fosters a sense of responsibility and belonging.

Nurturing Reflection and Wonder:
Quiet Reflection Time: After discussing a "helper" or engaging in a related activity, provide a short period of quiet reflection. Encourage children to think about how they have been helped or how they can help others. You can play calming music during this time.

Exploring the "Why": Gently guide discussions beyond just *what* helpers do to explore *why* they do it. Introduce simple ideas like wanting to make things better, caring for others, or using their special skills to help.

Important Considerations for Implementation:
Keep it Concrete: Young children learn best through tangible experiences and examples.
Focus on Feelings: Explore the emotions associated with helping and being helped.
Use Simple Language: Avoid abstract concepts and use language that is easy for them to understand.
Make it Interactive: Engage them through stories, role-play, and creative activities.
Be Inclusive: Ensure all children feel valued as both recipients and givers of help.

Other Ideas

Extra-curricular activities are fantastic for bringing a learning theme to life for Key Stage 1 children. Here are some activity ideas for 'People Who Help Us':

Visits and Visitors
Visit from a Community Helper:
Police Officer: They can talk about their uniform, equipment (safe items!), and how they help keep us safe. They might show the children a police car.

Firefighter: Similar to police, they can bring a uniform, equipment, talk about fire safety, and even show a fire engine if feasible.

Nurse/Doctor: They can talk about looking after people, show a stethoscope, bandages, and discuss healthy habits.

Lollipop Person: Discuss their role in keeping children safe when crossing the road. They could visit during a time when children are arriving or leaving school.

Postal Worker: Explain how letters and parcels are delivered, maybe show a mail bag or a postman's uniform.
Librarian: Visit the school library and talk about how they help people find books and learn.

Local Baker/Chef: They could talk about making food, safe kitchen practices, and even bring a treat!

Vet: Talk about caring for animals, show some vet tools (like a toy stethoscope for animals).

Field Trips (if feasible and safe):
Local Fire Station: A truly memorable experience! Children can see the fire engines, equipment, and meet firefighters.

Police Station: A visit could involve seeing the front desk, perhaps a police car, and learning about their role in the community.

Local Library: A structured visit focusing on how librarians help people and how to borrow books.

Post Office: See how letters are sorted and stamps are sold.

Doctor's Surgery/Dentist: A quick tour (respecting patient privacy) to see the waiting room, reception, and some equipment.

Local Shop/Supermarket: Focus on the role of shopkeepers and how they help us buy food and other necessities.

Role Play
Role Play Areas: Set up dedicated role-play corners that can be used during breaks or after-school clubs.

Emergency Services Hub: Combine a police station, fire station, and ambulance bay. Provide dress-up uniforms, toy vehicles, walkie-talkies, first aid kits, etc.

Doctor's Surgery/Hospital: Beds, stethoscopes, bandages, doctor's coats, patient forms.

Post Office: Stamps (make your own!), envelopes, postcards, a post box, scales for weighing parcels.

Supermarket/Bakery: Empty food packets, tills, shopping baskets, baker's hats, aprons.

Construction Site: Hard hats, high-vis vests, toy tools, building blocks.

"Dress Up as Your Favourite Helper" Day: A fun day where children come to school dressed as a person who helps us. They can talk about their chosen helper and what they do.

Creative & Practical Activities
Thank You Card/Letter Writing:

Have children write or draw thank you cards for real local helpers (e.g., the school crossing guard, the local police, fire station, or even their own teachers). This teaches appreciation and reinforces literacy.

"What's My Job?" Charades:
Children act out different helper jobs, and others guess. Great for non-verbal communication and reinforcing understanding of roles.

Community Helper "Show and Tell":
Children bring in an item related to a community helper or describe a helper they know.

Designing Helper Uniforms/Tools:
Provide materials for children to design and create their own helper uniforms, badges, or specific tools.

Build a Community:
Using large blocks, cardboard boxes, or even junk modelling, children can work together to build a model of their local community, including key buildings where helpers work (fire station, hospital, school, shop).

Problem-Solving Scenarios (Role Play):
Present simple scenarios and have children act out how different helpers would respond. E.g., "Someone has fallen over in the playground – who helps? What do they do?"

Cooking/Baking:
Link to chefs/bakers. Children could bake simple biscuits or cakes and perhaps decorate them with helper themes. Discuss hygiene and safety in the kitchen.

Garden/Nature Helpers:
Explore how gardeners help the environment or how vets help animals. Children could help plant seeds or care for school plants.

Performance & Storytelling
Puppet Show:
Children create puppets of different community helpers and put on a show depicting how they help people.

Songs and Rhymes:
Teach or create songs about different helpers and their roles. "The Wheels on the Bus" can be adapted easily.

Story Time with a Twist:
Read books about community helpers, and then have children re-tell the story from a different helper's perspective.

Connecting to the Wider World
"Helpful Hands" Project:
A small charity project where children contribute to helping others, even in a small way (e.g., collecting food for a local food bank, making cards for elderly residents). This reinforces the idea of being helpful citizens.

Family Tree of Helpers:

Children can explore what jobs their family members do and discuss how those jobs help others.