

Community				
	Reception	KS1	LKS2	UKS2
PSHE		<b>Looking after the community; looking after the environment</b>	<b>Making decisions about money; using and keeping money safe</b>	<b>What makes a community; shared responsibilities;</b>
	To develop their sense of responsibility and membership of a community	To understand that they are part of the school community.	To know how to keep track of money and why it is important to know how much is being spent.	To be able to recognise different communities beyond their personal experience and locality. <i>(For example: Armed Forces, religious communities, ethnic minority communities, LGBT etc.)</i>
		To know about people whose job it is to help us in the community. <i>(Focusing on BVC community - teachers, support staff, cleaners, kitchen staff, first aiders,</i>	To understand how people spending money can have a positive or negative effect on others e.g. charities, single use plastic - environmental	To know about the individuals and groups that help the local community, including through volunteering and work.
		To understand how we care for people, animals and other living things in different ways.	To know how people make different spending decisions based on their budget, values and needs.	To understand how to show compassion towards others in need and the shared responsibilities for caring for them.
		To know how they can look after the environment e.g. reduce, reuse and recycle	To understand the different ways to pay for things such as case, cards, e-payment and reasons for using them.	To understand the difference between needs and rights.
				To know that human rights are based on a number of core values: fairness, respect, equality, dignity and autonomy.
FINAL OUTCOME	<b>Super Heroes in our Community</b>	<b>Little Bugs/Litter Pickers</b>	<b>Money Matters - Contributing to the Community</b>	<b>Compassionate Citizens</b>
	To be able to talk about members of his/her immediate family and community.	To understand the impact of littering on the community, including the natural environment.	To understand the purpose of a food bank and the service which they provide.	To understand the purpose of a care setting/respite and the service which they provide. <i>(Human Rights)</i>
	To know the roles of people who keep us safe <i>(firefighters etc.)</i>	To know that a volunteer is someone who works for an organisation without being paid.	To understand why people carry out volunteer work.	To understand how volunteering can support future employment prospects.
		To be able to collect and analyse data based on littering.	To know that an income is total money received, including from earnings, benefits and pensions.	To be able to collect, represent and analyse data based on participants' interests.
		To be able to interpret simple maps.	To be able to identify some examples of household incomes and expenditures.	To be able to provide a service (entertainment) based on the participants' interests.
	To be able to sort materials.	To be able to budget (e.g. food shopping)		
	<b>Arrange for visitors into school (police, fire, ambulance, doctors, nurses, vets)</b>	<b>Support the local community and environment by collecting litter in and around the school grounds.</b>	<b>The group should collect donations, which are to be given to Burwell Distribution Centre (located at Burwell Day Centre).</b>	<b>Visit Burwell &amp; District Day Centre or invite a group from the centre into school.</b>

Enterprise				
	Reception	KS1	LKS2	UKS2
PSHE			<b>What makes a community; shared responsibilities</b>	<b>Influences and attitudes towards money; money and financial risk</b>
		To know about different jobs and the work people do. <i>(Focusing on locality - store assistants, cleaners, butchers, bakers, post office staff, carers, printers, pharmacy staff)</i>	To be able to identify other communities, as well as the school community, that they belong to. <i>(For example: Cubs, Guides, Equestrian, Dance, Football etc.)</i>	To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money.
		To know that people are paid for the job they do.	To understand the meaning and the benefits of living in a community.	To understand how companies encourage customers to buy things and why it is important to be a critical consumer. <i>(Deals: 3 for the price of 2, buy one get one free)</i>
	To be able to show sensitivity to his/her own and to others' needs (ELG)	To be able to recognise needs and wants.	To know about the different groups that make up and contribute to a community.	To understand value for money and how to judge if something is value for money.
		To understand how people make choices about spending money including thinking about needs and wants.	To understand how small actions can positively impact on others.	To understand how money can be gained or lost e.g. through business, theft.

		World of Work	Brighten Up Burwell	Fiver Challenge
		To know that an employer is a company or person who hires someone to work for them.	To know that an organisation works for the greater good and has a shared common purpose.	To know that a company/business' primary goal is to earn a profit.
		To know that an employee is the name for the person who works for someone else or a company.	To know a sponsor is a person or organisation that pays or contributes to the costs involved in completing an event in exchange for advertising. ( <i>The Friends, local garden centre.</i> )	To know that an investor is a person or company that gives businesses money to help their business grow. If the business grows, it will give the investor back their money. ( <i>BVC to invest £5.00 per pair - see Lisa.</i> )
		To know a service involves completing some work for someone in exchange for money.	To know a good or product is an object made by an organisation or business.	To understand the importance of consistency of goods or service.
		To understand that money can be spent to purchase goods/products/services.	To know that costs are anything a business or organisation spends to make the goods or products.	To know that profit is the extra money you have left over from selling your product or service once you have taken away the money spent to make your product or deliver your service.
		To understand the meaning and purpose of saving.	To know which plants are suitable, and therefore available, depending on the season.	Understand the target markets' wants/needs and create goods, products or services based on this information.
			To be able to create an organisation logo.	To be able to create a business plan.
			To be able to create concise publicity. <i>E.g. group dojo message, BVC newsletter, Burwell parish magazine (see Karen), display in local businesses</i>	To be able to create concise, persuasive advertising.
				To be able to work efficiently in order to provide good customer service.
FINAL OUTCOME		Throughout the unit, children make choices about purchases. Children reflect on their purchases and/or savings remaining.	Planting to take place within the village, planters to be distributed in the community or given to identified people (nursery, library etc.)	Sales events and comparison of profits/loss. Who achieved the greatest profit? Profits to be donated to Burwell and District Day Centre.