

TERM 5 OVERVIEW YEARS 1 and 2 – PSHE

Term 5 Book – Lila and the Secret of Rain

Topic(s) - Change, Loss, Growth and Money.	
Assessment:	<p>Teacher assessment through AfL strategies. Weekly VIP quizzes. Peer and self-assessments. Book monitoring.</p> <p>Year 1 – Assessment for Learning I can discuss/write about negative feelings linked to loss and change and suggest a way these can be improved. I can talk/write about how I have grown and will continue to grow up and name one responsibility I have now and one I will gain as I grow up. I can create an informational poster about money.</p> <p>Year 2 – Assessment for Learning I can discuss/write about different feelings linked to loss and change and suggest ways we can deal with negative feelings. I can talk/write about how I have grown and will continue to grow up and explain new responsibilities I will gain, the older I get. I can create an informational booklet about money.</p>
Links to prior learning (sequencing) and canon book	<p>Year 1 and 2 children will have an understanding of emotional wellbeing from the previous term. They will have also discussed difference between people before and how everyone is different and unique.</p>
Links to other learning (cross fertilisation)	<p>In History, children will be researching Nelson Mandela. They will look at the responsibilities he had to become such a significant individual and children will reflect upon how they can use this in their lives.</p> <p>In Geography, children will be learning about extreme weather. Children can apply their PSHE knowledge across this geography topic by understanding how we need to be responsible to keep safe.</p> <p><u>The World Beyond us:</u></p>
Very Important Points (VIPs):	
<ul style="list-style-type: none"> • Change and loss can make us feel excited, anxious and sad, amongst other things. • Loss can include losing a toy, a pet, a family member or a friend (moving away or death). • All living things grow old. Different ages of people have different needs and responsibilities. • Independent means looking after yourself. • Responsible means being in charge of something. • Money can come from different sources. • Money has different uses and plays an important role in our lives. • Money is spent on a wide range of things but it is important to be sensible and responsible. • The way we spend money can be influenced, for example by adverts. 	
Fat Questions:	
<ul style="list-style-type: none"> • Responsibilities are just for adults. Do you agree? Justify your answer. • How would the world be different without money? 	

	<p>Why would we have to be responsible in space?</p> <p><u>The World Around Us:</u> Do different countries expect children to have more or less responsibilities than us? How do different countries save money?</p> <p><u>Modern Britain:</u> How would Britain be different if there was no such thing as coins and bank notes?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How can change impact our mental health? Is it always negative? How can change impact our physical health? Is it always positive?</p> <p><u>Culture:</u> How do different cultures view money?</p> <p><u>Technology in Action:</u> How does technology keep our money safe? Is technology guaranteed to keep our money safe?</p>	
<p>Links to future learning</p>	<p>This topic will prepare children for the next half terms learning about the uniqueness of self, and people who can help us. This topic will prepare children for when they move into LKS2 when learning about the spectrum of responsibility, and about money management.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Children could use the '50 things to do before leaving primary school' to organise a picnic in a park. Children could look at the cost of things and assign responsibilities within a group. They could also visit a local restaurant and look at how much things cost.</p> <p>Other visits and visitors: Children could have visits from the older children with school. Give children time to mix and talk about the responsibilities and changes when growing up. Children could go to a local supermarket to understand the value of money. They could also investigate how supermarkets try to make us buy more than what we need. A person that works from a bank could come and visit the children to talk about saving. The children could visit a local bank to explore saving.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Lesson 1 -</p> <p>Children will know that:</p> <ul style="list-style-type: none"> - Change and loss can make us feel excited, anxious and sad, amongst other things. - Loss can include losing a toy, a pet, a family member or a friend (moving away or death). 	<p>LO: To recognise feelings associated with change.</p>	<p>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>Change Loss Anxious Support Growing Changing Independence Money Spending Saving Bank Budget Responsibility Influenced Adverts</p>	<p>SEND</p> <p>Year 1 – Children will work as a group using the emotion cards. The supporting adult will give a scenario and the children have to pick an emotion card and verbalise why it makes them feel that way. Ensure children have time to talk about what each one means. Take a picture of children working as evidence for book.</p> <p>Year 2 – Children to work within a group to come up with scenarios. They will discuss the emotions associated.</p>	<p>Children may think that:</p> <p>All changes are negative.</p> <p>There is only the 'sad' emotion linked to changes and losses.</p> <p>Negative emotions have to stay with us forever.</p> <p>There is no way of dealing with negative emotions.</p>	<p>Children will start by completing a starter activity discussing what 'change' means to them. They will then look at the VIPs and answer the FAT question. Children will then look at changes and losses and discuss the difference between the two. Next, they will have an opportunity to complete a class task of showing their understanding of above and how to deal with negative emotions. Finally, they will apply their learning to the tasks listed below.</p> <p>See planning slides on trust shared.</p> <p>Other useful resources: https://www.bbc.co.uk/bitesize/clips/zjxqxn https://www.bbc.co.uk/bitesize/clips/zk2w2hv https://www.bbc.co.uk/bitesize/clips/zh3s34j</p> <p>Year 1 Task Children will complete the table by using the changes and losses provided to them. Children will focus on drawing pictures to show the emotions they feel and how they can deal with these.</p> <p>Year 2 Task Children will complete the table by thinking of their own changes and losses. They will be able to write a sentence about the negative impact and how that makes them feel. Finally, they will write a sentence to show their understanding of how to deal with negative emotions.</p>

				GD Year 1 – Allow children to complete the table using sentences as opposed to pictures. Year 2 – Allow children to write a paragraph to explain how loss and changes can have both positive and negative impacts and the best ways to deal with these.		Year 1 Deepen the moment Write a sentence about how you can change a negative emotion into a positive one. Year 2 Deepen the moment I think losses and changes are the same thing. Do you agree? Why? Why not?
Lesson 2 - Children will know that: - All living things grow old. - Different ages of people have different needs and responsibilities. - Independent means looking after yourself.	LO: To recognise the responsibilities we have as we grow up.	To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	Change Loss Anxious Support Growing Changing Independence Money Spending Saving Bank Budget Responsibility Influenced Advert	SEND Year 1 – Children will look at the picture mat of people completing different activities. They will talk as a group and say when they would be able to complete this activity and the responsibilities linked with this. Adult to scribe and take pictures of	Children may think that: Children do not have any responsibilities. Children cannot be independent. Growing up just means getting a job. When you are grown up you can do what you want and have zero responsibilities.	Children will start by completing a starter activity discussing what 'responsible' means to them. They will then look at the VIPs and answer the FAT question. Children will then look at growing up and responsibilities associated with this. Next, they will have an opportunity to complete a class task of showing their understanding of above. Finally, they will apply their learning to the tasks listed below. See planning slides on trust shared. Other useful resources: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsyqwx https://www.bbc.co.uk/bitesize/clips/zdhmhyt https://www.bbc.co.uk/bitesize/clips/znc3cdm Year 1 Task

<p>- Responsible means being in charge of something.</p>				<p>children as evidence for books. Year 2 – Children to work within a group to look at the scenarios and put them into the correct columns. Adult to scribe and take pictures of children as evidence for books. GD Year 1 – Allow children to complete more sentences without any structure. Year 2 – Allow children to write a paragraph to explain the relationship between growing older and responsibilities.</p>		<p>Children will complete two sentences to show their understanding of their responsibilities now and when they are older. They will have opportunity to draw pictures alongside this.</p> <p>Year 2 Task Children will complete four sentences to show their understanding of the relationship between growing older and changes in responsibilities.</p> <p><u>Year 1 Deepen the moment</u> I am more responsible now than I was in reception. Do you agree? Why?</p> <p><u>Year 2 Deepen the moment</u> I don't have to be responsible because I am a child. Do you agree? Justify your answer.</p>
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<p>Lesson 3 -</p> <p>Children will know that:</p> <ul style="list-style-type: none"> - Money can come from different sources. - Money has different uses and plays an important role in our lives. - Money is spent on a wide range of things but it is important to be sensible and responsible. - The way we spend money can be influenced, for example by adverts. 	<p>LO: To understand the different uses of money.</p>	<p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>Change Loss Anxious Support Growing Changing Independence Money Spending Saving Bank Budget Responsibility Influenced Adverts</p>	<p>SEND</p> <p>Year 1 – Children will have some scenario cards where they will work within a group to answer them. Adult to scribe and take pictures of children as evidence for books.</p> <p>Year 2 – Children will work in pairs to design a poster to show everything they have learnt today about money. Adult to scribe and take pictures of children as evidence for books.</p> <p>GD</p> <p>Year 1 – Allow children to write in full sentences and complete a fact file as opposed to a poster.</p> <p>Year 2 – Allow children to give more real life</p>	<p>Children may think that:</p> <p>Money just comes from our parents.</p> <p>Money is just in the form of coins and bank notes.</p> <p>Children are not responsible for money.</p> <p>Money is endless.</p>	<p>Children will start by completing a starter activity discussing what ‘money’ means to them. They will then look at the VIPs and answer the FAT question. Children will then look at what money is, how we save and why this is important. Next, they will have an opportunity to complete a class task of showing their understanding of above. Finally, they will apply their learning to the tasks listed below.</p> <p>See planning slides on trust shared.</p> <p>Other useful resources: https://natwest.mymoneysense.com/teachers/resources-8-12s/ https://www.valuesmoneyandme.co.uk/kids/pride-place</p> <p>Year 1 Task Children will create a poster to show what money is, ways we can keep it safe and why this is important.</p> <p>Year 2 Task Children will create a fact file to show what money is, ways we can keep it safe and why it is important.</p> <p>Year 1 Deepen the moment Tell me the best way to save in two sentences.</p> <p>Year 2 Deepen the moment I think the best way to save is to not spend any money at all. Do you agree with this statement? Why? Why not?</p>
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				examples of how money has an impact on our every day and the importance of spending and saving.		
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Context (big picture learning):

Children can explain what a responsibility is, why we grow older and recognise how they are linked. This will help them as they develop through school not only at home, but within school situations too. They will understand the difference between loss and change and how they make us feel. It's important they understand the emotions linked with this and how to deal with them in the correct way. Finally, they will be able to identify a range of payment methods other than coins and notes and discuss how they manage money and ideas for saving money. They will identify scenarios where someone might want to save money.

Key vocabulary

Listening - give one's attention to a sound.

Respect - due regard for the feelings, wishes or rights of others.

Responsibility - an opportunity or ability to act independently and take decisions without authorisation.

Empathy - the ability to understand and share feelings of another.

Mental health - a person's condition with regard to their psychological and emotional well-being.

Positive - a desirable or constructive quality or attribute.

Negative - a person, attitude or situation which is not desirable or optimistic.

Money - a current medium of exchange in the form of coins or banknotes.

Money Management - ways or means of being in control of money.

Change - make different, alter or modify.

Loss - the processing of losing something or someone.

Anxious - a nervous feeling.

Growing - become greater over time.

Spending - pay for something with money.

Saving - keeping money to build up over time.

Bank - where money is kept safe.

Learning intent

I will explain what a responsibility is and I get more as I grow older. I will be able to identify a range of payment methods other than coins and notes and discuss how to save money. Finally, I will be able to adapt to changes in my life and manage my emotions in a positive way.

Fat Question

Responsibilities are just for adults. Do you agree? Justify your answer.



£5
five pound note



£10
ten pound note



£20
twenty pound note



£50
fifty pound note



1p



2p



5p



10p



20p



50p



£1



£2

one penny coin two pence coin five pence coin ten pence coin twenty pence coin fifty pence coin one pound coin two pound coin

VIPs:

- Change and loss can make us feel excited, anxious and sad, amongst other things.
- Loss can include losing a toy, a pet, a family member or a friend (moving away or death).
- All living things grow old. Different ages of people have different needs and responsibilities.
- Independent means looking after yourself.
- Responsible means being in charge of something.
- Money can come from different sources.
- Money has different uses and plays an important role in our lives.
- Money is spent on a wide range of things but it is important to be sensible and responsible.
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