

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Harold's Wash And Brush Up	<ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines. ● Sequence personal hygiene routines into a logical order. 	<p>Start by telling the children a funny story about a morning routine e.g. a time when you forgot to change 1 shoe. Explain some things we do every day and have a responsibility to do it Ask, why do you think it so important to have daily hygiene routines? Discuss some hygiene routines e.g. brushing teeth, flushing the toilet etc.</p> <p>Play the audio of Harold's daily morning routine.</p> <p>Act out good practice - e.g. correct hand washing and tooth brushing techniques – encourage the children to join in.</p> <p>Activity- <i>Harold's morning routine</i> Activity sheet and the long strips of paper.</p> <p>Encourage children to try to remember the order of Harold's routine, then cut out and sequence them.</p> <p>Ask the children to draw 2 additional things that Harold might do before he goes to school. e.g. choose something for his lunch box or get his schoolbag ready. Children can add things that they do in the morning.</p>	Hygiene Routine Clean
2	Around and About The School	<ul style="list-style-type: none"> • Identify what they like about the school environment. • Recognise who cares for and looks after the school environment. 	<p>Discuss the meaning of the term environment. Explore the indoor and outdoor school environment. Have a discussion about the things the children like about their school environment and how they can look after it.</p> <p>Divide the class in to 3 groups. Each group to visit the 3 identified areas - the classroom, the dinner hall and the playground. When visiting each of the 3 areas, the children need to highlight what they like about each area.</p> <p>Once they have finished their exploration of the school, return to class to discuss the following questions:</p> <p>What things did you like most in the school environment? Why?</p> <p>Which was your favourite environment – the classroom, inside the school or outside the school? Why?</p> <p>Did different people have different favourite areas?</p> <p>Was there a part of the environment that everyone liked? If so, what was it and why was it so popular?</p> <p>What do you think the staff's favourite environment would be? Why?</p> <p>In which ways can children look after the school environment?</p> <p>Activity- Children to draw or paint one favourite part of the school environment and to draw or write ways in which that part can be looked after.</p>	Environment Responsibility

3	Taking Care Of Something	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate responsibility of looking after something. <input type="checkbox"/> Explain the importance of looking after things that belong to themselves or others. 	<p>Discuss the following: What needs do we all share? Who is responsible for meeting our needs? Does everyone in our class/on our table have the same needs? Would rules help us to be responsible for other people’s needs? Do the children help with anyone’s needs at home? Activity- Introduce a class plant. What does the class need to do to look after the plant? Children make a list of what it needs to be properly looked after. What jobs will meet those needs? How often do they need to be done? Whose responsibility is it? Next, draw up a rota of children to carry out the jobs.</p>	Needs Responsible Responsibility Rules
4	Harold’s Money	<ul style="list-style-type: none"> <input type="checkbox"/> Explain where people get money from. <input type="checkbox"/> List some things that money might be spent on in a family home. 	<p>Start the lesson with some open-ended key : What is money? Where does money come from? How do the children use money? How does money benefit the children? What would the world be like if people didn’t have money? Summarise that money can come from a range of sources. Read the story ‘Harold’s Money’ to the children. Following on from the story, ask the children to list some of the things that their family spend money on. Activity- In the centre of the paper, children draw their family that they live with at home. Around the family, they can draw or write all the things they can think of that their family spends money on.</p>	Money Cost Bills Spending Afford

5	How Should We Look After Our Money?	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that different notes and coins have different monetary value. <input type="checkbox"/> Explain the importance of keeping money safe. <input type="checkbox"/> Identify safe places to keep money. <input type="checkbox"/> Understand the concept of 'saving money'. 	<p>Review the learning from the previous session using open-ended questioning.</p> <p>In a circle, give each of the children a piece of pretend money. Go around the circle asking each of the children what money they have.</p> <p>Discuss how we know how much each coin or note is worth. What are the different pictures on each piece of money? Whose picture is on every piece? Why? Discuss where we can use this money.</p> <p>Go round the circle again and ask children what they think they might be able to buy with the piece of money they have. Is it possible to buy anything for a penny or two pence?</p> <p>Ask the class why different things are worth different amounts of money.</p> <p>If someone finds some money on the floor, how easy is it to prove who it belongs to? Ask the children to discuss in pairs, different places that people can put their money to keep it safe.</p> <p>Record these on flip chart paper.</p>	<p>Money Bank Coin Note Worth Saving Safe</p>
			<p>Activity - Children to order (smallest value to greatest) the money in pairs. Then discuss where they keep their money.</p>	
6	Basic First Aid	<ul style="list-style-type: none"> <input type="checkbox"/> How to make a clear and efficient call to emergency services if necessary. <input type="checkbox"/> Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Resources supplied by The Red Cross – First Aid Champions. https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</p> <p>Open a discussion to establish what the children already know about First Aid.</p> <p>Discuss as a class why First Aid is important.</p> <p>Think about why and when people might need First Aid.</p> <p>Activity- The children will learn the basics of how to help someone who has a burn.</p>	<p>First aid Risk Accident Danger Hazard Kettle Safe Burn Scald Accident Emergency</p>