

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Helping Each Other To Stay Safe	<ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy. Suggest ways they can help these people. 	<p>Look through photos of different places. Who helps us in these different places? How do they help us, and why? Can more than 1 person help us? Is there anything we can do to help these people help us? For example, in the school playground, we can help the lunchtime supervisors by following the playground rules.</p> <p>Activity – Children choose a location and draw a picture of themselves there, along with someone who helps them to stay safe or healthy at this location. Then children to draw a speech bubble and complete the sentence “I help you by...”, explaining how each person helps the other.</p> <p>Share completed pictures with the class. Summarise that there are lots of different people that can help us to be safe and/or healthy in different places and situations, but that we can also help them to help us.</p> <p>Finish by thinking of something the children could do to help a helper do their job.</p>	Helper Responsible Safe Healthy
2	Recount Task	<ul style="list-style-type: none"> Understand the difference between 'fact' and 'opinion'. Understand how an event can be perceived from different viewpoints. Plan, draft and publish a recount using the appropriate language. 	<p>Explain that an incident has taken place and that a journalist has shared their notes with the class. It includes facts and opinions – can the children define what a fact and an opinion is?</p> <p>Activity 1 – Class to be split into two groups. One group completes the interactive game <i>Who said what?</i> and the other half to complete the <i>Fact or opinion?</i> activity sheet. Then swap activities so all children have access to both.</p> <p>Activity 2 – Children to write a recount based on the information we have been given. Hand out the <i>Who said what?</i> activity sheet as a prompt. Remind the children that they need a balance of fact and opinion.</p> <p>Finish by the children giving a fact or opinion about the lesson. Recap what the difference between the two is and explain how these skills are helpful when making decisions about certain situations.</p>	Fact Opinion
3	Our Helpful Volunteers	<p>Define what a volunteer is.</p> <p>Identify people who are volunteers in the school community.</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer</p>	<p>What is a volunteer? Explain that volunteers choose to work or give their time free of charge because they want to make a positive change or difference to something. Ask:</p> <p>Who volunteers in school? What do they help with? Why? What is the difference that their help makes? How might volunteering help the volunteers? Discuss how volunteers’ help benefits different people, e.g. an adult who comes into school to hear children read, not only helps the children but also the class teacher.</p>	Volunteer Wellbeing

			<p>Activity – Children to draw, paint or create a picture of a volunteer that helps in school and add a sentence to explain how the volunteer helps.</p> <p>Discuss why people volunteer and talk through the ‘Five Ways to Wellbeing’ (Connect, Be Active, Take Notice, Keep Learning, Give). Talk about what the children could do on a voluntary basis to help others they know and in the community</p>	
4	Can Harold Afford It?	<ul style="list-style-type: none"> □ Understand the terms 'income', 'saving' and 'spending'. □ Recognise that there are times we can buy items we want and times when we need to save for items. Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.). 	<p>Ask the following questions: What is money? Where does money come from? How do we use money? How does money benefit (help) us? What would the world be like if people didn't have money? What do we mean by spending and saving? Ask the children if they have ever seen something they wanted but couldn't afford it. Think about something they would buy if they could afford it. Discuss the considerations that can affect people's decisions on spending. Harold the Giraffe wants to buy a new bike but he doesn't have enough money. In groups, discuss what Harold could do. Before someone buys something, what do they need to know? (Money coming in, money going out, etc.) Activity – ‘Can Harold Afford It?’ activity sheet. What can Harold buy, what can't he buy? What could he do if there are items he wants but cannot afford? Have the children ever saved up for something? How did they do it and how long did it take? In a circle, children to take turns to say something that has to be paid for in the home (electricity, food, etc.) Can we make it round the whole circle with no repeats? Summarise by saying that adults have to pay for lots of things in the home and they have to do exactly what Harold did – see how much money is coming in, see how much they have to spend on things they need and then see how much is left over to buy other things / save up</p>	Income Saving Spending

5	Earning Money	<ul style="list-style-type: none"> □ Explain that people earn their income through their jobs. □ Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.). 	<p>Start the lesson with some key questions about earning money: What do we mean by 'earning money'? Who earns money? Can children earn money? What are they allowed / not allowed to do? [NB The earliest age children can get a job is 13. They might however do jobs around the house to earn money at home] Is there a minimum amount that people can get paid? Does everyone who has a job earn the same amount of money? Why not? Choose a job (e.g. nurse) and discuss it with the children. What duties do they perform? What knowledge do they need? Do they always work during the daytime? What qualities do they need? Activity – Working in pairs, complete the 'Earning Money' activity. Each group to be allocated a job, and discuss the job they have been allocated. Then, provide a range of job cards and children to put them in order of who should be paid the most and least. What are the reasons for their thoughts? Finish with children choosing a job card at random and giving a reason why they might be suitable for the job – what skills or interests do they have that link with that job?</p>	Earning Income
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6	Harold's Environment Project	<ul style="list-style-type: none"> <input type="checkbox"/> Define what is meant by the environment. <input type="checkbox"/> Evaluate and explain different methods of looking after the school environment. <input type="checkbox"/> Devise methods of promoting their priority method. 	<p>Discuss what is meant by the term 'environment'. Share ideas and come to an agreed definition. Cambridge Dictionaries Online define environment as 'The air, water, and land in or on which people, animals and plants live.'</p> <p>What do people, animals and plants need to survive in their environment?</p> <p>Explain that Harold is a member of the school council and he needs help thinking of ideas for the next school council meeting. Discuss the following to come up with idea to help him; Ways to reduce waste in school (think about waste caused by paper, food, packaging etc.) Ways to save water</p> <p>Ways to save energy</p> <p>Ways to look after the plants and animals that live in the school environment</p> <p>Any other ways of looking after the environment</p> <p>Harold can only suggest one idea – which one should be introduced first? The one that is easiest or the one that is most important? Discuss the word <i>impact</i> and what it means.</p> <p>Activity – Children to be put into groups and focus on one of the ideas above. Why should that be the idea chosen above all others? After some discussion time, children to present their ideas to the rest of the class and vote for which is the best for Harold to take to his meeting.</p> <p>Finish the session by discussing these questions:</p> <p>In what ways do we look after the school environment at our school?</p> <p>Are there things we can do to improve the way we look after our school environment?</p> <p>What are the ways that children can present their ideas to the staff in this school?</p> <p>Why can't we do everything all in one go?</p> <p>Why is it important to look after our school environment? Who or what benefits?</p>	Environment Waste
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