

Half term/ key question:	Topic	Prior learning Pupils have learnt...	In this unit of work, pupils learn...	Intended learning outcomes Pupils will be able to....
<p>Autumn 1 What helps us stay healthy?</p>	<p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> Understand and follow rules 	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, 	<ul style="list-style-type: none"> Give examples of how to stay healthy e.g sleep, cleaning teeth, washing, exercise, healthy diet, Give examples of people who help us e.g school nurse, doctor, dentist, parents, family members, teachers Understand that medicines help people to stay healthy e.g inhalers Understand the importance of hygiene: washing hands thoroughly for 20 seconds, coughing into arm, wiping surfaces, not putting things in mouths, keeping hands away from faces, washing hands after blowing nose Give examples of daily hygiene e.g. brushing teeth and hair, hand washing, baths and showers.
<p>Autumn 2 How can we look after each other and the world?</p>	<p>Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> That they need to take care of their belongings and the belongings of others and class resources That they have interests, likes and dislikes They can take pride in themselves and share their achievements with others Engage in positive interactions with adults and peers Form relationships with others 	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> Give examples of kind/unkind behaviour Give examples of good manners (see 'Manners Matter') Use words in everyday life e.g thank you, please, sorry, excuse me, pardon Follow class and school rules Give examples of things that harm the environment e.g pollution, litter, viruses Describe changes in a humans life from baby to elderly Recognise changes to feelings they may experience, expectations, roles within new class
<p>Spring 1 What can we do with money?</p>	<p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>		<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, 	<ul style="list-style-type: none"> Recognise coins, notes, bank cards, Give examples of how people get money and what they do with it Give examples of treats and things that are necessities Recognise places to put money to keep it safe e.g purse, wallets, piggy banks, banks, saving accounts

			<p>including spending and saving</p> <ul style="list-style-type: none"> the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this 	
<p>Spring 2 Who helps to keep us safe?</p>	<p>Health and wellbeing Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> That they need to make choices They can show how they feel in response to different experiences as appropriate That they can talk about how they feel and explain why they are experiencing particular feelings 	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, 	<ul style="list-style-type: none"> Give examples of people who help us in the community and their roles Recognise people who may help to keep safe in different situations e.g family, teachers and school staff, if lost in a supermarket – staff etc. Recognise when they feel unsafe/ worried and discuss strategies e.g talking to safe people, not keeping bad secrets dial 999 in an emergency and know what to say
<p>Summer 1 Who is special to us?</p>	<p>Relationships Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> That they are special and can take pride in their achievements Show how they feel in response to different experiences 	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> Give examples of different groups they belong to Know who is special to them, why and how do they show it Understand that every family is different and made up of different people – but they are all special Give examples of family life – what makes them happy/unhappy

<p>Summer 2 What is the same and different about us?</p>	<p>Relationships</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> • Know what they like/do not like • Show sensitivity to others • Show care and concern for others • Change and adapt their behaviour in response to different situations • Listen to others 	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<ul style="list-style-type: none"> • Give examples of things they like/dislike • Know what their strengths are and why they are special • Understand that people are unique and we are special for different reasons/qualities • Use correct terminology for human body parts and understand we keep parts of our body private (Use the NSPCC - PANTS lesson)
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❖ During Autumn Term – you will need to cover both Autumn term 1 and 2 topics **highlighted** at the beginning of September as and when appropriate. (Due to new start and Covid19)