

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



<b>Subject: PSHE/RSE</b> <b>Year Group: Year 3/4</b>		<b>Area of learning: Rights and Respect</b>
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>● Describe and record strategies for getting on with others in the classroom.</li> <li>● Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>● Identify special people in the school and community who can help to keep them safe;</li> <li>● Know how to ask for help.</li> <li>● Identify what they like about the school environment;</li> <li>● Identify any problems with the school environment (e.g. things needing repair);</li> <li>● Make suggestions for improving the school environment;</li> <li>● Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>	
<b>Term</b>	<b>Year 3 / 4 Key Skills to be taught</b>	
<b>Spring 2 2023</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>● Identify key people who are responsible for them to stay safe and healthy;</li> <li>● Suggest ways they can help these people.</li> <li>● Understand the difference between 'fact' and 'opinion';</li> <li>● Understand how an event can be perceived from different viewpoints;</li> <li>● Plan, draft and publish a recount using the appropriate language.</li> <li>● Define what a volunteer is;</li> <li>● Identify people who are volunteers in the school community;</li> <li>● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>● Understand the terms 'income', 'saving' and 'spending';</li> <li>● Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>● Define what is meant by the environment;</li> <li>● Evaluate and explain different methods of looking after the school environment;</li> <li>● Devise methods of promoting their priority method.</li> </ul>	

## **Vocabulary**

helper, responsible, safe, healthy, fact, volunteers, option, wellbeing, spending, income, saving, environment, waste.

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Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p><b>Complete pre unit assessment task</b></p> <p>Helping each other to stay safe</p> <ul style="list-style-type: none"> <li>● Identify key people who are responsible for them to stay safe and healthy;</li> <li>● Suggest ways they can help these people.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/helping-each-other-to-stay-safe">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/helping-each-other-to-stay-safe</a></p>
2	<p>Recount task</p> <ul style="list-style-type: none"> <li>● Understand the difference between 'fact' and 'opinion';</li> <li>● Understand how an event can be perceived from different viewpoints;</li> <li>● Plan, draft and publish a recount using the appropriate language.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/recount-task">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/recount-task</a></p> <p>For part of this lesson half of the children access an interactive game. To access the game, go to the following link and choose Who said what? from the list of games:  <a href="https://coramlifeeducation.org.uk/bcyberwise/who-said-what">https://coramlifeeducation.org.uk/bcyberwise/who-said-what</a></p> <p><b>You will need to book the ipads or chromebooks before the lesson.</b></p>
3	<p>Our helpful volunteers</p> <ul style="list-style-type: none"> <li>● Define what a volunteer is;</li> <li>● Identify people who are volunteers in the school community;</li> <li>● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-helpful-volunteers">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-helpful-volunteers</a></p>
4	<p>Can Harold afford it?</p> <ul style="list-style-type: none"> <li>● Understand the terms 'income', 'saving' and 'spending';</li> <li>● Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-harold-afford-it">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-harold-afford-it</a></p> <p>Children are able to use calculators in this lesson</p>
5	<p>Harold's environment project</p> <ul style="list-style-type: none"> <li>● Define what is meant by the environment;</li> </ul>

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	<ul style="list-style-type: none"> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-environment-project">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-environment-project</a></p>
6	<b>Complete end of unit assessment</b>

## Learning Outcome/product

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

## End of unit assessment questions

### Pre and Post assessment

Hand out the Pupil Assessment activity sheet (in the folder with the medium term plans) then follow the script:

Here are two puzzles. Write your ideas about them in the space marked (a) above the line [or adult to help record ideas.]

Puzzle 1: 'How to decide!' Arun has a tricky challenge. It's his step-dad's birthday in a week and he really wants to buy him a present and a card. He's had an idea that it would be good to buy a case for his step-dad's new phone, but he only has £2.50 in his money box and the cheapest one he's seen cost £6 Some cost £25! What could Arun do? Write down your ideas that might help Arun.

Puzzle 2: 'What's the catch?' Arun heard some children in the playground discussing a website that had fancy phone cases for £2.00 This sounds perfect! But is there a catch?

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Arun heard one say that they were cheap fakes, someone else said they weren't. A third person said there might be other hidden costs. Someone else said there weren't. Imagine you are advising Arun; what could he do to check that these bargain phone cases won't break after a few days? What else does he need to be careful about?

### Post unit assessment instructions:

Hand out the same pupil assessment activity sheet completed previously, then repeat the same instruction as before (above). Ask the children to add any new ideas to their original ones in the space marked (b), below the line (or adult to help record ideas.)

Children use a different colour pencil or pen to record their answers this time.