

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Year Group: Y1/2		Area of learning: Rights and responsibilities
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others. ● Explain where people get money from; ● List some of the things that money may be spent on in a family home. ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	
Term	Key Skills to be taught	
Spring2 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> ● Explain, and be able to use, strategies for dealing with impulsive behaviour. ● Describe and record strategies for getting on with others in the classroom. ● Identify special people in the school and community who can help to keep them safe; ● Know how to ask for help. ● Identify what they like about the school environment; ● Identify any problems with the school environment (e.g. things needing repair); ● Make suggestions for improving the school environment; ● Recognise that they all have a responsibility for helping to look after the school environment. ● Understand that people have choices about what they do with their money; ● Know that money can be saved for a use at a future time; ● Explain how they might feel when they spend money on different things. ● Recognise that money can be spent on items which are essential or non-essential; ● Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	

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Vocabulary

responsibility, help, share, take turns, listen, feelings, control, erupt, safe, unsafe, ask for help, uniform, environment, money, spending, saving

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	Learning Objective: Describe and record strategies for getting on with others in the classroom.	<p>Recap – Getting on with others</p> <p>Start the lesson with a discussion about what children and staff need in school.</p> <p>What are the things we need in order to be able to do our best in school?</p> <p>Story - Derek's art project</p> <p>Activity sheet</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/getting-on-with-others</p> <p><i>Children record .</i></p>
2	Learning Objective: Explain, and be able to use, strategies for dealing with impulsive behaviour.	<p>Recap – When I feel like erupting</p> <p>Book 'My mouth is a volcano' by Julia Cook - versions of this are available online if you don't have a copy of the book</p> <p>When I feel like erupting activity - link to the Zones of regulation.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-i-feel-like-erupting</p> <p><i>Children record</i></p>
3	Learning Objective: To know and understand the risks they may encounter online.	<p>Recap –</p> <p>Playing games Recap online safety</p>

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		<p>To meet some of the DfE Relationships and Health Education requirements about online relationships and internet safety and harms, we recommend that you use the free <i>Thinkuknow</i> resources, Jessie and Friends Episode 3: Playing Games and accompanying storybook.</p> <p>We recommend that you review the films and related resources before teaching this lesson with children, to ensure that they are appropriate to their age and developmental stage.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/playing-games</p> <p>https://www.youtube.com/watch?v=2Ts8IJ_7yys</p> <p><i>Children record</i></p>
4	<p>Learning Objective:</p> <p>Understand that people have choices about what they do with their money;</p> <p>Know that money can be saved for a use at a future time;</p> <p>Explain how they might feel when they spend money on different things.</p>	<p>Recap – Harold Saves for something special</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-saves-for-something-special</p> <p><i>Children record</i></p>
5	<p>Learning Objective:</p>	ASSESSMENT LESSON

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		<p>Hand out the Pupil Assessment activity sheet (in the <i>Resources needed</i> area) then follow the script:</p> <p>On your special sheet, draw or write the things that can help you to calm down if you are upset or angry. Teachers or other adults in class can help to record children’s ideas if this is too challenging for them.)</p>
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<p>Learning Outcome/product</p>
<p>I can give examples of things that help me to be settled and calm in the classroom I can understand that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>

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