



Medium Term Unit Planning Autumn

Learning outcome:

Autumn: Relationships

Roles of different people; families; feeling cared for
 Recognising privacy; staying safe; seeking permission
 How behaviour affects others; being polite and respectful

Spring: Living in the wider world

Belonging to a community
 Media literacy and digital resilience
 Money and work

Summer: Health and Wellbeing

Physical health and Mental wellbeing
 Growing and changing
 Keeping safe

Hook

Stores and video clips with scenarios relating to each area taught. Circle times with teddy.

Display opportunities

People who are special to us
 Feelings
 Proud cloud

Oracy:

Children will talk about their own feelings and opinions about the different areas taught. Giving them a voice to speak clearly about their views and understanding.

Key Vocabulary:

family, care, feelings, safe, danger, asking, manners, kindness, helping, good and bad choices, consequences, polite, respectful, happy

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Books aimed at or focusing on feelings, empathy, self-worth and esteem, caring for others, families and freidnships



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Under Review			
Citizenship/Community Opportunities: (Focus – change in attitude/increase knowledge and awareness/make a difference) Asking parents and relatives about how they feel. Making sure they use their manners when out and about in the community and at home.			
Experiences/Visits/Visitors Using manners when on school trips, assembly times, respect for themselves and each other. Blue Cross & RSPCA visits.			
Notes:			
Weekly Lesson titles and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation



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<p>1. I know why we have rules.</p> <p>2. I know how we can look after each other and the world that we live in.</p> <p>3. I know how the internet can be useful.</p> <p>4. I know how to use the internet safely.</p>	<p>Spring Term Living in the wider world Belonging to a community</p> <p>Media literacy and digital resilience</p>	<p>What rules are; Caring for others' needs;</p> <p>Looking after the environment</p> <p>Using the internet and digital devices</p> <p>Communicating online</p>	<p>Talk about examples of rules in different situations, e.g. class rules, rules at home, rules outside. Why do we have them? How do they help us? Make up rules for a community etc...</p> <p>Know that different people have different needs, how we care for people, animals and other living things in different ways. Discuss how they can look after the environment, e.g. recycling, environmental issues – every little helps! Make posters to encourage others.</p> <p>Discuss how and why people use the internet and the benefits of using the internet and digital devices. Do a spidergram of how useful it can be and how things used to be without the internet. What was used?</p> <p>How do people find things out and communicate safely with</p>
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<p>5. I can talk about my strengths.</p> <p>6. I know about the jobs that different people have.</p>	<p>Money and work</p>	<p>Strengths and interests</p> <p>Jobs in the community</p>	<p>others online? Discuss what we do at home and what to do if we are ever worried when using the internet. Watch clips age appropriate for Y1 to show what to do.</p> <p>Know that everyone has different strengths, in and out of school. Talk about how different strengths and interests are needed to do different jobs and everyone has a purpose. What job would you like to do and why? Draw themselves in their 'job' as an adult.</p> <p>Look at people whose job it is to help us in the community – police, fire service, doctors and nurses etc Talk about different jobs and the work people do for them. Label the roles for these jobs.</p>
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<p>1. I know how to keep myself healthy.</p> <p>2. I can create a sun safety leaflet.</p>	<p>Summer Term Health and wellbeing Physical health and Mental wellbeing</p>	<p>Keeping healthy; food and exercise</p> <p>Hygiene routines; sun safety</p>	<p>What does it mean to be healthy and why it is important, think about ways to take care of themselves on a daily basis. Talk about basic hygiene routines, e.g. hand washing, about healthy and unhealthy foods, including sugar intake, about physical activity and how it keeps people healthy. Talk about different types of play, including balancing indoor, outdoor and screen-based play and about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. Make a poster to show how to stay healthy.</p> <p>How can we stay safe in the sun and why do we need to? Discuss how we could stay safe – hats, cover up, go in shade, sun</p>
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<p>3. I know that everyone is special including me.</p> <p>4. I know how feelings can affect how people behave.</p> <p>5. I know why we have to follow</p>	<p>Growing and changing</p> <p>Keeping safe</p>	<p>Recognising what makes them unique and special;</p> <p>Feelings; managing when things go wrong</p> <p>How rules and age restrictions help us;</p>	<p>cream. Make sure they know that the sun can be harmful and we should not burn. Create a leaflet to show the dangers and how to keep safe.</p> <p>Recognise what makes them special and unique including their likes, dislikes and what they are good at. Talk about how to manage and whom to tell when they are finding things difficult, or when things go wrong. How they are the same and different to others. Read story about how people can be the same and different but everyone is just as important. Proud cloud!</p> <p>Learn about different kinds of feelings and how to recognise feelings in themselves and others. How feelings can affect how people behave and how this affects others too. What can we do to help people who are struggling with their feelings? Create a helpful list and tips sheet.</p>
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rules to keep us safe.

6. I know who to tell if I feel unsafe online.

Keeping safe online

How rules can help to keep us safe and why some things have age restrictions, e.g. TV and film, games, toys or play areas.

What should we do if we are unsure whether something is appropriate or not? Talk about the word appropriate.

Basic rules for keeping safe online and who to tell if they see something online that makes them feel unhappy, worried, or scared. Create a poster to show what they can do to stay safe after watching a video about this.