



# Medium Term Unit Planning

**Topic Name:** - PSHE – Living in the wider world

**Learning outcome:**

*The children will learn about being part of a different groups (class, school, houses etc). We will look at the different rights and responsibilities the children have when they are part of these groups and communities. We will learn to recognise the ways in which they are all equal and different to others in their community. The children learn about media literacy and digital resilience. We will look at the internet and the huge part it plays in everyday life. We will learn to scrutinise the information given on the internet to see if it is accurate or whether it is news/gaming etc.*

**Hook:**

Interactive quiz on the internet.

**Topic Showcase:**

Create posters on e-safety.  
Information assemblies to younger children.

**Oracy:**

Children to produce and present own assembly to younger children in the school.

**Key Vocabulary:**

Group, community, faith, rights, responsibilities, inclusion, equal, different, internet, devices, content, online, money, payment, saving, spending, job, need, wants, choices.

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

Look Where We Live! The Couch Potato, The Storm Whale



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## Citizenship/Community Opportunities:

Presentation to parents during chocolate sale/video made and released on school website.

## Experiences/Visits/Visitors

Interview questions from children. E.g. Parents, different nationalities, different areas. The visitors can share stories about growing up.

## Main Subjects covered:

PSHE

## Threshold Concept

Belonging to a Community

Media Literacy and Digital Resilience

Money and Work

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. How to recognise the roles that people play in different groups.	<b>Belonging to a Community</b>	I understand what it means to belong to a group. I know what roles and responsibilities are. I am aware of what it means to be the same and different in the community.	Show photos of different teams (sports, school, British Olympic teams). What do all these people have in common? Do they all do the same thing? What makes them stand apart from their teammates?
2. Being included in a community and the rights and responsibilities of this.	<b>Belonging to a Community</b>	I understand what it means to belong to a group. I know what roles and responsibilities are. I am aware of what it means to	Ask interview questions to the other staff about their roles in the school. What do their roles entail? What rights do they have as part of the staff team/class team? Children



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		be the same and different in the community.	discuss what their responsibilities are when in school and at home. How are they included in these? What ways can they help others to feel included in different communities at home and school.
3. Recognising equality and how we are all the same and different in a community.	<b>Belonging to a Community</b>	I understand what it means to belong to a group. I know what roles and responsibilities are. I am aware of what it means to be the same and different in the community.	What does it mean to be equal? Are we all equal? In what ways. Explore scenarios and discuss in small groups.
4. What is the internet?	<b>Media Literacy and Digital Resilience</b>	I understand how the internet impacts everyday life including online content and information.	What is the internet? What ways can we access the internet? Who can use the internet? Recap e-safety lessons from previous term. What benefits and detriments does the internet have?
5. What the internet contains.	<b>Media Literacy and Digital Resilience</b>	I understand how the internet impacts everyday life including online content and information.	List the ways we use the internet. What information can we find out? Is this information always true? Show mock up website with fake information but act out scenario that it is real. Explain where to go for help or worries with the internet.
6. Money and how it is in different forms	<b>Money and Work</b>	I can understand how money is used, saved and earned. I recognise the differences between needs and wants.	What do we use money for? How do we pay for items? What different items have you seen used to pay? Talk about security and keeping money safe when carrying it.



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7. Saving and spending	<b>Money and Work</b>	I can understand how money is used, saved and earned. I recognise the differences between needs and wants.	Look at how people save money. What do they use Where do they put it? There are different ways of investing/saving. What does 'spending' mean? Talk about what it means to get, keep and spend money.
8. Earning, wants and needs.	<b>Money and Work</b>	I can understand how money is used, saved and earned. I recognise the differences between needs and wants.	Show pictures of different jobs. What are the professions and what do they all get? Explain that some people will earn more in their job. When you have earned money, what would you do? Bring back to real life scenarios. Have the children earned money? What did they do with it? Explain wants and needs.