



Medium Term Unit Planning

Topic Name: PSHE – Living in the real world	
Learning outcomes: Children will learn what makes a community. They will understand how data is shared. They will learn to make decisions about money, including how to use it and to keep money safe.	
Hook: Having £10 that we need to spend by the end of the unit and deciding what we should do with it and why?	Topic Showcase (e.g. display, museum, performance, presentation): The Big Spend!
Oracy: Engaging in discussion, asking and answering questions.	Key Vocabulary: Budget, spending, cost, finance, local amenities, provider, e-payment
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): <ul style="list-style-type: none">• What Is Money? By Katie Marsic• It's A No-Money Day by Kate Milner• Experian online texts – Values, Money and Me	
Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): The children will have a better understanding of finance and the large role it plays in society.	
Experiences/Visits/Visitors: Visit from someone that works in a bank	
Main subjects covered: PSHE	



Medium Term Unit Planning

PSHE threshold concepts:
Belonging to a community
Media Literacy and Digital Resilience
Money and Work

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. What is a community?	Belonging to a Community	To understand the concept of community. To understand what it means to have shared responsibility.	Discuss the meaning and benefits of living in a community – what is a community (amenities, shared responsibility)? Compare to the school community. List the groups that make up and contribute to a community
2. Who helps in the community?	Belonging to a Community	To understand the concept of community.	Children to identify who helps in the community – discuss individuals or organisations, workers and volunteers.



Medium Term Unit Planning

			Who receives charity in our community and how can we help?
3. To understand the meaning of a digital footprint.	Media Literacy and Digital Resilience	To understand how data is shared and used.	To explain the term digital footprint and explain and model how organisations use personal information to encourage people to buy things. Demonstrate how search engines save our searches and use them to advertise.
4. To recognise and understand the purpose of online advertising.	Media Literacy and Digital Resilience	To understand how data is shared and used.	Look at a selection of online adverts and where and when they come up. Compare content shared for factual purposes and for advertising Explain that search results are ordered based on the popularity of the website and that this can affect



Medium Term Unit Planning

			what information people access
5. To understand the term "budget" and how to do it.	Money and Work	To be able to make decisions about money and how to use and keep money safe.	Using Experian Values, Money and Me - Discuss how people make different spending decisions based on their budget, values and needs. Children work through some spending scenarios considering how and why people keep track of their money.
6. Evaluate different methods of payment.	Money and Work	To be able to make decisions about money and how to use and keep money safe.	Return to Experian and look at the different ways in which people can pay for things – cash, card, e-payments and consider why they might use the different methods.
7. To look at the positive and negatives of spending money.	Money and Work	To be able to make decisions about money and how to	Use Experian story "Costing the Earth", to discover the positive and



Medium Term Unit Planning

		use and keep money safe.	negative effects spending money can have on others.
--	--	--------------------------	---