

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Getting On With Others	<ul style="list-style-type: none"> □ Describe and record strategies for getting on with others in the classroom. 	<p>Discuss and make a list of the things children need in school to be able to do their best and what things teachers need in order for children to do their best in school e.g. fun at playtimes, quiet classroom etc.</p> <p>Read the story ‘Derek’s Art Project’ and discuss whether the children in different parts of the story were being kind, could have done something different.</p> <p>Activity – Ask children to draw and/or write the things they need in order to do their best in school. Next, draw and/or write the things needed in order to help <i>others</i> do their best in school.</p> <p>Explain that we have a role to play/ responsibility in helping ourselves and others to do their best.</p>	<p>Help Share Take turns Listen</p>
2	When I Feel Like Erupting	<ul style="list-style-type: none"> □ Explain, and be able to use, strategies for dealing with impulsive behaviour. 	<p>Read ‘My mouth is a Volcano’ by Julia Cook and discuss key points. Conclude that sometimes it does feel as though words or thoughts are trying to ‘erupt’ from our mouths but that children have a choice about this.</p> <p>Activity – Write strategies to use when children feel like erupting, at school and at home.</p> <p>Share ideas with one another.</p>	<p>Control Erupt</p>
3	Feeling Safe	<ul style="list-style-type: none"> • Identify special people in the school and community who can help to keep them safe. • Know how to ask for help. 	<p>Discuss safe places, e.g. home, school, friend’s house. Think about what it means to feel safe. What are the signs and symptoms a person may experience if they do not feel safe?</p> <p>Activity – Provide situations and think about the key questions: Who should I get to help? How do I get help from special people? Children role-play how to ask different people for help.</p> <p>Look at different strategies which could be used.</p>	<p>Unsafe Uniform Ask for help</p>
4	Playing Games (To be taught in Computing)	<p>Know the rules for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Recognise the risk of online friendships. Understand privacy and how information and data can be shared online</p>	<p>Discuss –</p> <p>Is everything that we see on the internet true? How can we keep safe if we use the internet?</p> <p>Use the Thinkuknow resources, Jessie and Friends Episode 3: Playing Games to explore online friendships.</p> <p>Emphasise that when playing online games, you should keep your personal information private and only talk to people you know in real life.</p>	<p>Internet Privacy</p>

5	Harold Saves For Something Special	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that people have choices about what they do with their money. <input type="checkbox"/> Know that money can be saved for a use at a future time. <input type="checkbox"/> Explain how they might feel when they spend money on different things. 	<p>Discuss key questions: What is money and where does it come from? How do we use money and how does it help us? What would the world be like if people didn't have money? Do you think people always had money? What do we mean by spending and saving? Discuss if the children had £5, would they spend it on a small toy, or save it in order to buy a bigger toy? Give reasons for answers. Can children think of a time when their families have saved up for something big? Explain that sometimes we have a choice whether to spend or save; other times we need to spend money e.g. for food to eat, but we can choose what food to buy. Read the story 'Harold saves for something special' and discuss Harold's actions and feelings as he saves his money. Activity – Complete the spending and saving money activity sheet, which gives examples of things children may spend their money on. They need to decide how much they would spend and why. How do they feel spending money on this item?</p>	Spending Saving
6	Harold Goes Camping	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that money can be spent on items which are essential or nonessential. <input type="checkbox"/> Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<p>Ask children, if you had five pounds, what would you spend it on? Is that something you need or would like, to make you or someone else happier? Activity – Explain that Harold is going camping with his family but they do not have a lot of room for luggage. Draw the things that Harold's family will need to take with them on their holiday. Discuss the difference between essential and not essential. Decide on some items that would be nice to have on holiday but that are not needed. Think of some things that Harold's family might spend their money on to have some nice days out. Discuss why sometimes people choose to save money for the future rather than spend it when they get it.</p>	Spending Saving

7	How Can We Look After Our Environment	<p>Identify what they like about the school environment.</p> <p>Identify any problems with the school environment (e.g. things needing repair).</p> <p>Make suggestions for improving the school environment. Recognise that they all have a responsibility for helping to look after the school environment.</p>	<p>Discuss the environment and come up with a suitable definition.</p> <p>In groups, explore the school environment both inside and outside and record the positives and problems about these spaces. E.g. litter or something broken</p> <p>Discuss solutions to the problems and who would benefit from the problem being solved.</p> <p>Activity – Draw an area of the school environment that is a problem or needs improving. Draw or write a solution to that problem. Discuss why it would not be possible to improve all problems at once and choose which problems should be the top priority.</p>	Responsibility
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